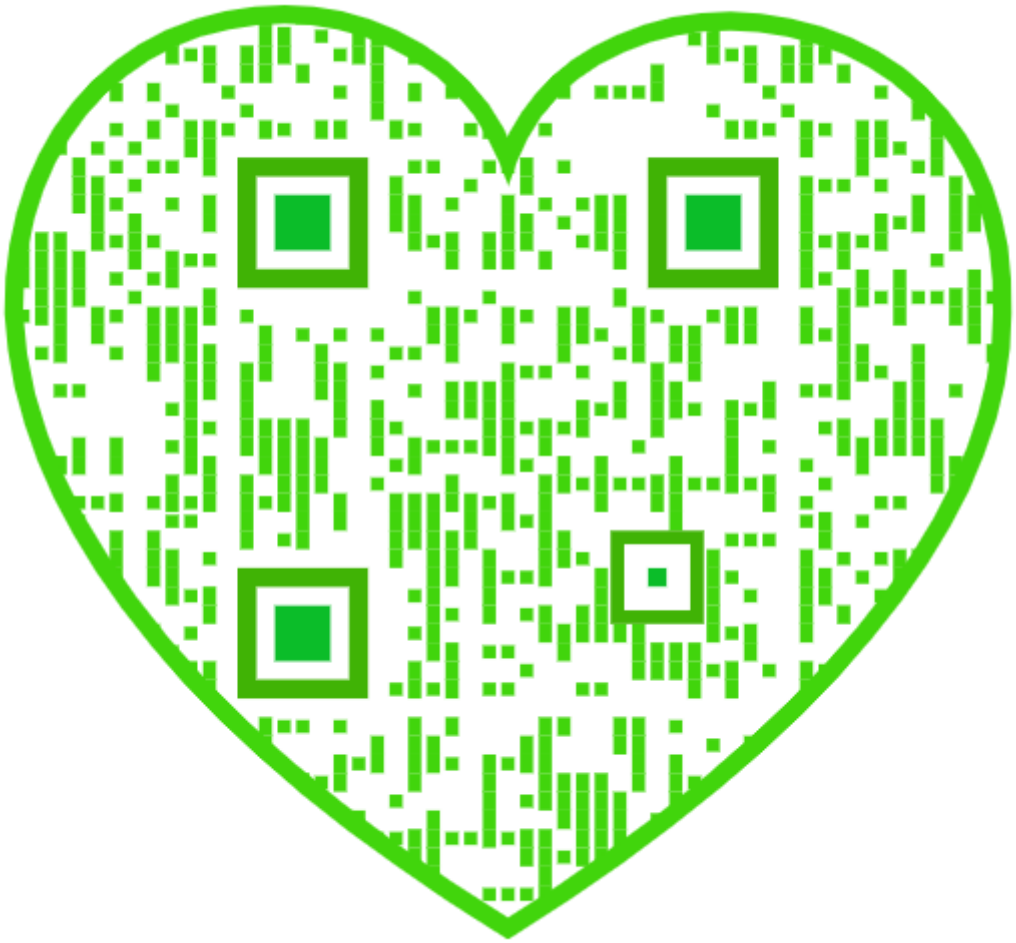

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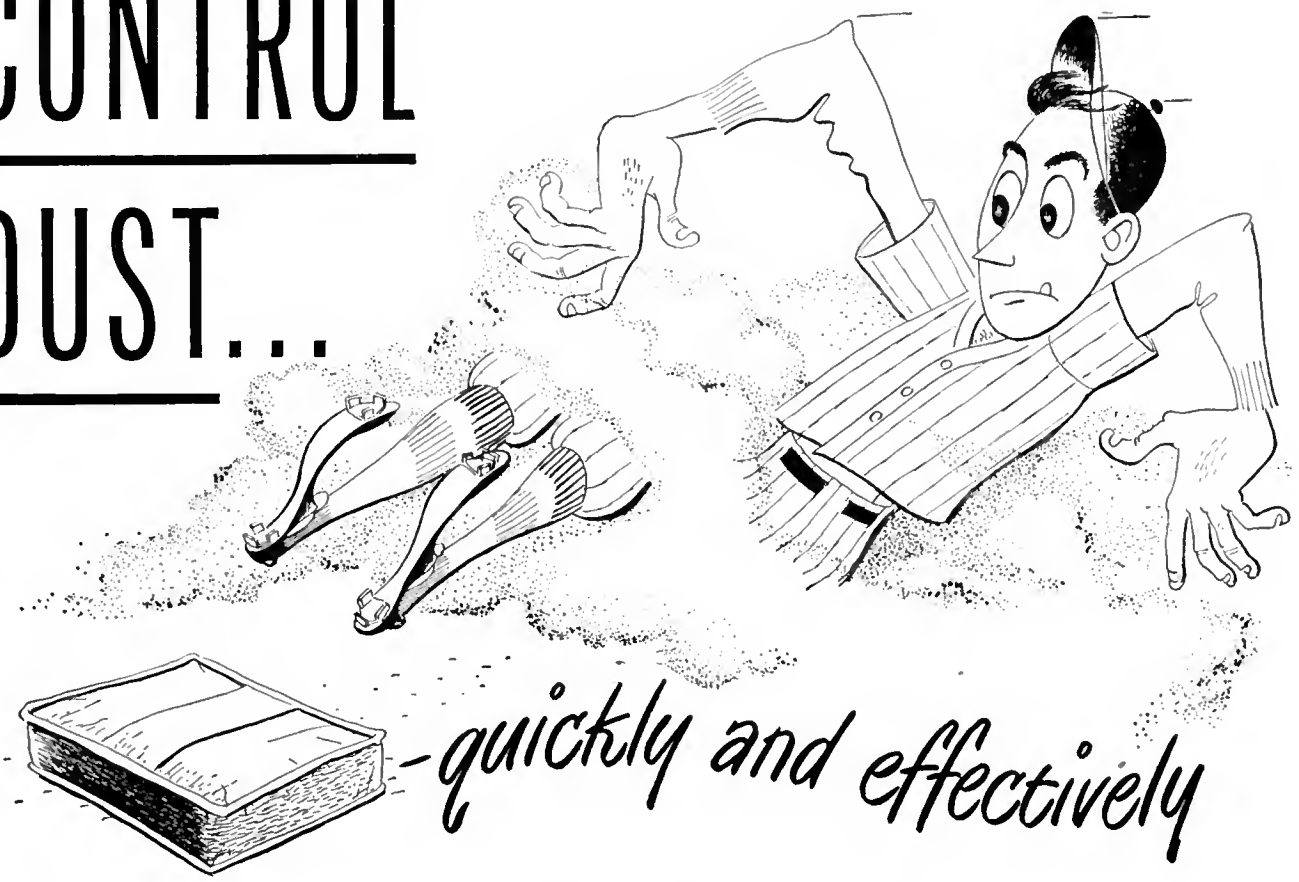

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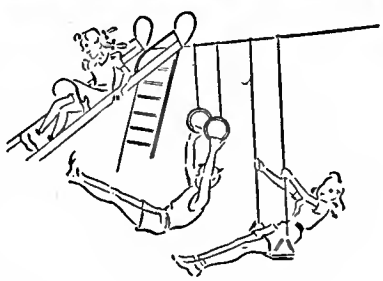

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Vol. XLVI-A Price 35 Cents No. 1

On the Cover

Exuberant childhood responds to summer—symbolizes the spirit of play, the joy of action, the freedom to have fun out-of-doors—on our playgrounds, in our camps and in our parks.

Next Month

Watch for summer program ideas in our May issue. More about playgrounds—ideas for the director or program leader, articles about camping. "Aquatic Antics," by Nathan Mallison offers enough ideas for water activities to last for years; two articles on recreation for golden-agers carry new suggestions.

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Recreation and the Church

Paul Moore, Jr.

The work of the Church is to heal and to bring people to God. The Christian must use all the resources at his command to effect these ends, for it is the whole person who must be made whole and the total personality which must be brought to a total relationship with God.

In the terminology of the Church, the first step in healing is repentance and forgiveness of sins; only after the guilt is washed away, the barriers with others and with self removed, and commerce with God resumed, may the sick mind-body renew its growth. This process is often unconscious and might be phrased differently if described by a psychiatrist or social worker; be that as it may, this is redemptive activity. On all levels of the life of a parish the redemptive activity is alive. The priest visits the sick, counsels the confused, gives absolution to the penitent, but above all helps to build a community which will have a redemptive vitality for all who enter it. Recreation is of the essence of such a community. A boy full of hostility because of the social conditions in which he lives comes to the church. Here he is accepted as a *person.* He joins in the recreation provided and, in the physical activity of boxing or basketball, works off his hostility. He begins to again enter into constructive relationship with those around him. The barriers are broken, a cause for sin is partly removed, the work of creation in God's continual building of our lives again resumes itself. The parish house is an instrument of healing.

Let us look even more deeply into the meaning of Christian recreation. The whole spirit of joy which must characterize a true Christian community has recreation as one of its causes as well as one of its means of articulation. It is a spirit of affirmation, of freedom, of happiness, which issues forth from absolute faith. There is listening to music, casual conversation, handshaking, laughter, movement, noise, quiet, lending of things, working together, leaning on others, holding up of others, and again laughter. This is the recreative activity of love and it may even issue forth from pain. Whenever someone touches it, takes part in it, he begins to be made again, to be recreated, to be healed.

The role of recreation in evangelism is more obvious but nonetheless important. Often there are children or even adults for whom there must be a step between the initial meeting with a member of the parish or the clergyman and their coming to church. A lively recreation program fills this need. Often a child does not remember what he learns in Sunday School; but if he remembers that the church is a place where he is loved and where he has a happy time, he is more likely to have a favorable view of religion as he grows up—and even if he does fall away from the life of the church in his adolescence and early manhood, he may through marriage be drawn back again to the place he loved so well when he was last a member of a domestic family situation. Once a person has become a church member he has not finished his growing, rather he has just begun to grow in the Christian life, he has just started the long journey to the Center of Reality, the Heavenly Father. For this reason, the Church is forever teaching, formally and informally, about the nature of God and the way to Him. Good recreation can teach us much about the nature of God. As one of our seminary professors once said, "God has a wonderful time just being God."

Recreation finds its place in the religious life of the world of today, as it finds itself in all aspects of a full and human existence.

The Reverend Paul Moore, Jr., *first vice-president of National Recreation Association, is the pastor of Grace Church in Jersey City.*

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Letters

Church Recreation

Sirs:

I have always enjoyed RECREATION, but I think I liked the articles of Bishop Bayne and Dr. Anderson, in the December 1952 issue, more than any others I have previously read. I wish I could have been at the Congress and heard those addresses.

You see—here at Highland we believe in recreation as a very necessary part of the religious education program of the church. We have a recreation building which contains a large basement game room in which we play ping-pong, billiards, cue roque, shuffleboard and other games; and we hope soon to have two bowling alleys down there. On the main floor, we have a recreation hall big enough for roller skating and square dancing. This large room is also equipped with a very complete stage for dramatic productions and pageants. We show movies here, too. Then there is a third floor room, which is really a sort of mezzanine to the recreation hall, in which we will soon have small table games, checkers, chess, and a TV set.

We are one of the all-too-few churches that go in for recreation on such a large scale. I am enclosing a schedule of our fall and winter program. In addition to the listed activities we have a basketball team entered in the local church league—and will have a midget baseball team next summer.

VERNON W. JOHNSON, *Director of Recreation, Highland Presbyterian Church, Fayetteville, North Carolina.*

* * *

Sirs:

In the past two years RECREATION magazine and many of the publications of the National Recreation Association have been an enormous aid in my work as a recreation director at Saint Joseph's Villa, a home for underprivileged children. During the summer months I am employed on a full time basis at the Villa, and throughout the year, when my schoolwork allows, I serve on a voluntary basis. The medium of recreation in all forms plays an important part here in the readjusting of neglected children. When I started, I knew very little in the field of recreation: but your magazine and many pamphlets have brought me a long way. Each time, though, when I finish reading RECREATION, I realize how little I know and how much I have to learn. I could not possibly have got along without it.

The main purpose of my letter is to inquire about an active associate membership in your organization and more about the many services you offer. While my life is to be spent in the priesthood, I believe that recreation plays a great role even in religion.

WILLIAM J. FLYNN, *Saint Andrews Seminary, Rochester, New York.*

Sports for Juniors

Sirs:

May I take this opportunity to express appreciation for the timely and scholarly report of the Committee on Highly Organized Competitive Sports and Athletics for Boys Under Twelve, recently released by National Recreation Association.

Mr. Mathewson and his entire committee are to be congratulated. At a time when communities and recreation departments are being sought by various pressure groups and enthusiasts, each having a different theory or activity to promote, it is of great value to have at hand the very sound interim principles set forth by the committee and to know that the basic principles of sound recreation are receiving endorsements by such a representative group.

ZELMA CAROL PULCIFER, *General Supervisor, Oakland Recreation Department, California.*

● This report was reprinted from the December 1952 issue of RECREATION.

—Ed.

December 1952 Issue

Sirs:

Congratulations on the December issue of RECREATION. It's the best yet. We especially like the "Notes for the Administrator" and "People and Events." "I Am a Professional Recreation Leader," by Lillian Schwertz, and

"Recreation in America Today," by Mr. Prendergast, are most inspiring.

HENRY T. SWAN, *Superintendent of Recreation, Phoenix, Arizona.*

Publicizing the Year's Activities

Sirs:

Following up your note about our page of newspaper advertising, in "Are You Progressive?" on page 546 of the February 1953 issue of RECREATION, I should like to give you further details. First off, we put one out each school year and each vacation period. It comes out as a full page in a Sunday paper the third Saturday in May for the vacation period and the last Sunday of the summer vacation for the school year period.

The merchants and professional people listed on the bottom of the page pay for the ad. After it has appeared in the paper we obtain one hundred copies to distribute to the schools, churches and public bulletin boards in the library, the public health office, the American Legion, Court House, Chamber of Commerce office.

Everybody benefits. The newspaper gets the ad, orders for the printing of our one hundred copies, and a good public response. The merchants get their ad in the Sunday paper, their names scattered all over town for many months—associated with the recreation program. The people not only receive the information regarding the program but also the feeling that here are fifty of the leading business men in town in full support of the recreation program. The recreation commission has the warm feeling of the newspaper, the many merchants, and the associated services whom we include on our chart.

As you can see we have used psychology, public relations or just horse-sense in the wording of the chart. We recognize the good in commercial recreation and so advertise it. We recognize the excellent service to public recreation which the public library gives, and we say so. We recognize the immense value of the school, the church and the home and so put them in a prominent spot.

The whole thing costs us, in money, only for the printing of the one hundred copies—and that is cheap because the type is already set up for the ad.

The poster being displayed in so many places in the community keeps citizens aware that our services are available. The fact that we mention the Boy Scouts, the Girl Scouts, the 4-H clubs, the library and all of the events sponsored by the service clubs makes our poster valuable.

We really don't attempt to outline our program in detail because it, like that of any good recreation department, should be flexible and constantly changing, adding to and varying its activities.

We are sincere in believing that this chart has been valuable in giving out information, valuable in its public relations value with the other recreation-giving sources in our community. Co-operation is the theme of the whole idea.

FRANK ANNEBERG, *Superintendent of Recreation, Manhattan, Kansas.*

A Secretary Comments

Sirs:

I could not resist the temptation to answer your question "Any comments on these?" at the end of "Adults and Recreation" on page 451 of your January 1953 issue.

Last September when I came to work as secretary-clerk for John R. Batchelor, superintendent of the Coachella Valley Recreation, Park and Parkway District, I had only the faintest idea of what recreation meant. Since then, I have become interested to the extent that I devour each of the publications which come into this office; and I am sure that I will not always be content as just a secretary in this field.

I agree with the statement that "we are a nation of spectators." We have forgotten how to play and claim such excuses as "too tired" or "no time."

One point that is frequently overlooked is that in our present civilization, we have become so well organized that it is usually quite true that we have little time for "play." Home life has suffered to the extent that mother is off here, father off there and the children somewhere else.

I firmly believe that whether the activity be organized recreation, church, school or social that it should only supplement, not take the place of, home life. I feel that activities which can be taken home and enjoyed by the whole family should be stressed. When you have tournaments, be sure to include father-son and mother-daughter doubles or have teams of relatives. Crafts should be stressed which use materials normally found in the home or in that particular locality and always impress on the child the importance of sharing a learned skill, especially with those at home. . . .

Without detracting from its present program, this theory could be applied to almost every activity of a recreation department. . . .

Once you have gained the interest of the adults through their children, there is almost no limit to what you could do in guiding family recreation.

MARY E. ADAMS, *Thermal, California.*

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Things You Should Know . .

▶ THE PRESIDENT OF THE UNITED STATES will address the annual meeting and leadership mobilization of the board of directors of the United Defense Fund, to be held at the Hotel Statler in Washington, on April seventh. The National Recreation Association is one of the participating agencies in the UDF, and will be represented at this meeting by Joseph Prendergast, Executive Director, and Arthur Williams, Assistant Executive Director for Defense Related Activities for the association.

▶ THE NEED FOR RECREATION DEPARTMENTS TO WEIGH CAREFULLY the liability factor in every operation, is illustrated once again by a case, last summer, of drowning at a municipally owned swimming area. The victim was a child of seven. The beach was supervised and no negligence has been proven, but the child's parents have brought suit against the city. The local recreation commission also has been called to task on the question of the safety of its other recreation facilities—broken swings, broken baseball and softball backstops, and so on. Spring is a good time for thorough, over-all checking, in preparation for your summer activities! Are there additional safety measures which *you* should take under consideration?

▶ EFFECTIVE JUNE 30, the Controlled Materials Plan (C 14P) under which the National Production Authority has limited recreation will end, according to an announcement by Arthur S. Fleming, acting director of the Office of Defense Administration. Until then recreation construction will be controlled by a directive issued December 10, 1952. Under this directive recreation departments may self-authorize the use of limited amounts of steel and copper. For details of quantities of material permitted per project, see *Defense Recreation Bulletin*, January 20 and March 24, National Recreation Association.

▶ TWO MORE RECREATION LEADERS' TRAINING INSTITUTES to be held this spring, are: (1) Southwestern Recreation Leaders Laboratory, El Porvenir Ranch, Las Vegas, New Mexico, April 29 to May 6, on music, crafts, program planning, folk games, dancing. Apply to Tiny Faye Jones, Associate State 4-H Club Leader, Extension Service, State College, New Mexico; (2) Leader's Training Institute, Virginia, Minnesota, June 9 to 12—sponsored by NRA district representative, Bob Horney. Ten different communities in this critical defense area will share the cost of bringing to the area, Helen Dauncey, NRA program specialist and Katherine F. Barker Memorial Secretary.

▶ ENROLLMENT IN ADULT EDUCATION, under public school auspices, has taken a sharp leap forward, according to a study financed by the Ford Foundation. Enrollments in adult education classes, in town and city school systems, have risen to nearly 5,000,000, as compared with 1,750,000 in 1948.

▶ POSSIBILITIES OF SECURING RELIEF FROM ADMISSION TAXES in the new tax bill which may be enacted during this session of Congress, are being explored by the National Recreation Association with treasury officials and members of the new Congress. In planning a specific proposal to be submitted to Congress for its consideration a questionnaire was sent to recreation and park executives by Joseph Prendergast, the executive director of the association.

▶ AMERICA'S FAVORITE SPORT reached a new high during the year ending June 30, 1952 with the record sale of 17,127,896 anglers' licenses, according to a report supplied to the Sport Fishing Institute, Washington, D. C., by the Fish and Wildlife Service, of the Department of the Interior. This new figure represents an increase of 1,101,197 licenses over the previous year.

We Wish We Hadn't Said That

In "People and Events," page 535, February 1953 RECREATION: the statement about Dr. Doris W. Plewes. Dr. Plewes *has not* resigned her position as assistant national director of the Physical Fitness Division, Department of National Health and Welfare, Canada.

* * * *

"In "Suggestion Box," page 549, February 1953 issue: the address of The Portland Cement Association. It is *347* Madison Avenue, New York 17, for copies of their information sheet on surface treatments for concrete floors.

* * * *

In "In-Service Training," by Garrett G. Eppley, March 1953 issue, under listing of committee members: Robert W. Everly's address is Glencoe, Illinois; Ray Forsberg is also on the committee, address—Waterloo, Iowa.

Positions Open

For immediate positions in the United States or overseas, with the American Red Cross (hospital recreation) or with U.S. Airforce or U.S. Army Special Services, communicate with Personnel Bureau, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Opening for qualified leader, either man or woman, to promote, develop and conduct a recreation program for older adults in Omaha, Nebraska. The project will be a combined operation of United Community Service of Omaha and the Park and Recreation Department. Person who has had experience with elder citizens preferred. Salary around $5,000. Apply Personnel Bureau, NRA.

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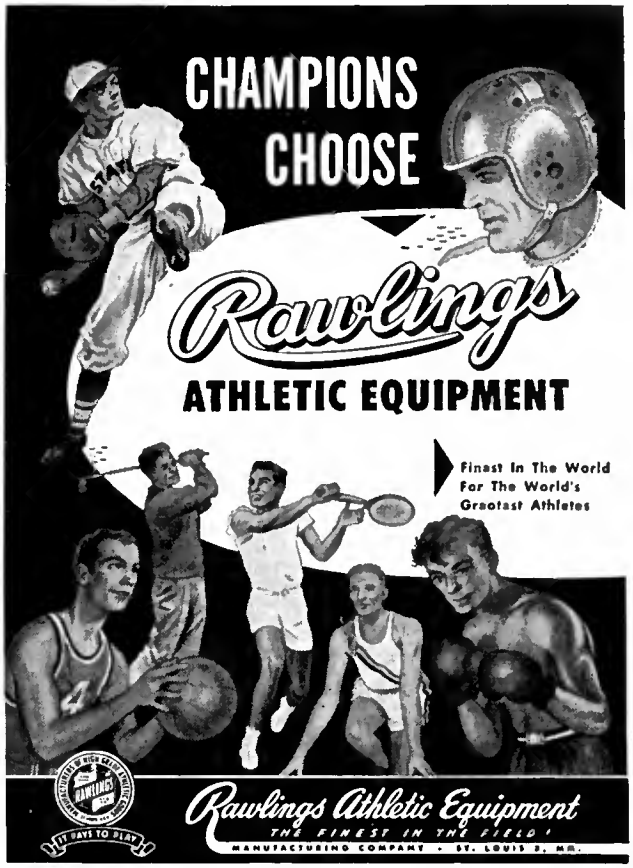
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Six Player Softball

• Official softball rules are used with the following exceptions:

Players: There shall be only six players all of whom are infielders including pitcher, catcher, first baseman, second baseman, third baseman and short stop (no outfielders).

Size of Diamond: For all junior girls, midget boys and girls, the diamond shall be 45 feet but for junior boys, senior boys and girls, the diamond shall be 55 feet.

Side Retired: When all six batsmen have batted, the side will be declared retired regardless of the number of outs. Likewise, three outs will retire a side. However, if the sixth batter does not make the third out, any runs scored during his time at bat and until the play on him has been completed, shall count.

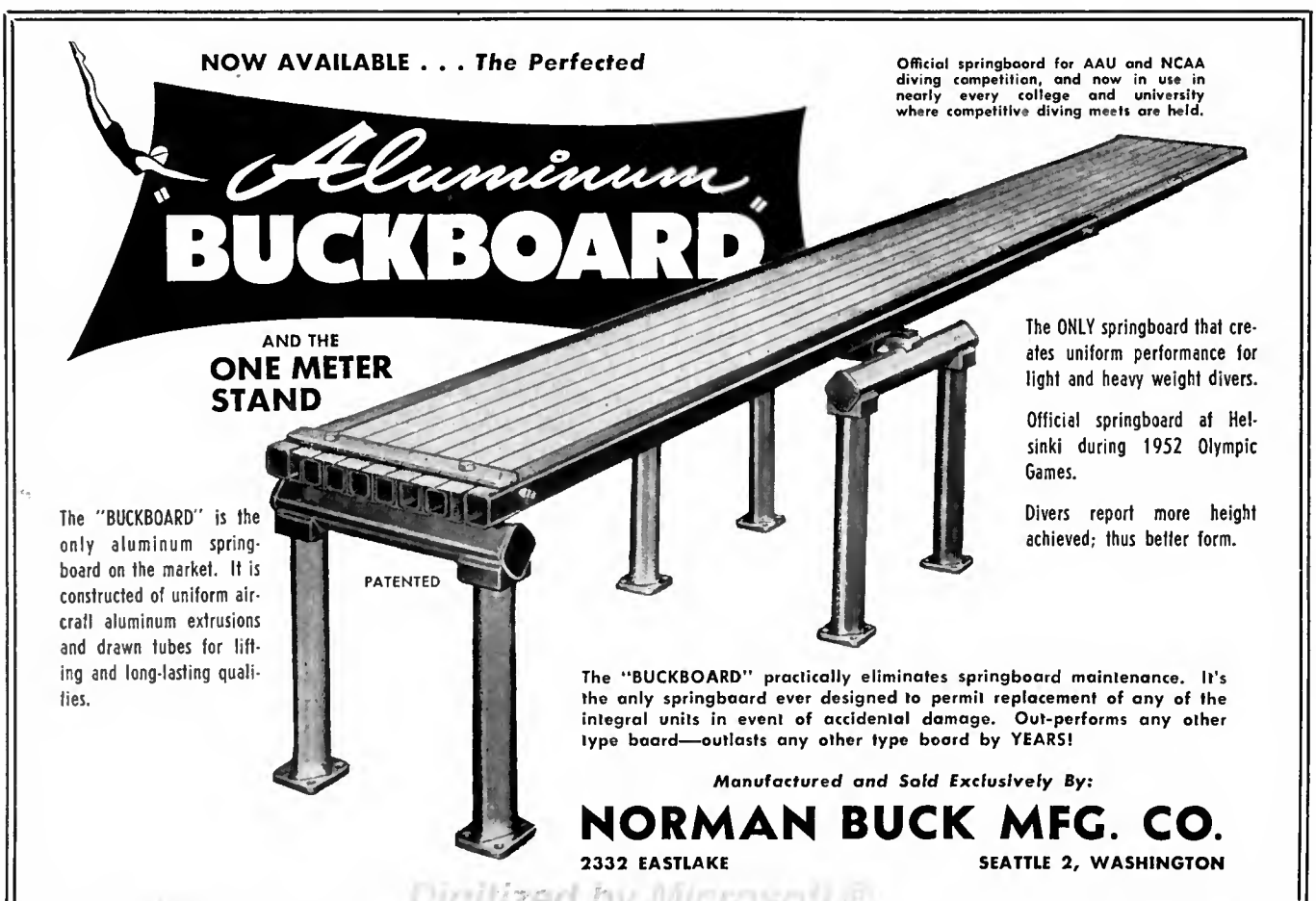
Balls and Strikes: All balls and strikes will be called as usual.

Batted Balls: Any ball which goes past the infield shall entitle the batsman to only one base and all runners advance at own risk. However, on an infield hit the batsman may advance as many bases as he can make. An outfield hit will entitle the batsman to only one base. If in the judgment of the umpire the infielder has made an error, the batsman can advance only as far as third base at his own risk and in all cases the runner will advance at his own risk. The sixth or last batsman may be put out in the usual manner or may hit, but pitcher may not walk him.

Caught Fly: Any caught fly, infield or outfield, fair or foul, the batsman will be out.

Stealing: Runners may steal only one base at a time. The runner may advance only one base on any overthrow at any base. No stealing home will be allowed and players, therefore, may be either hit in or played on at third to score.

Last Inning: If in the first half of the last inning the team at bat (visiting team) has a seven run lead over the home team, the game is over and the home team does not take its time at bat.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What's a community without stores? These mothers are looking for bargains. There's much one can learn in a village.

As conducted by the Smith Memorial Playgrounds of Philadelphia, this imaginative program has endured for some thirty years and has spread to other playgrounds. Why not try one of your own?

A CHILDREN'S VILLAGE

Thacher N. Bowers

A SMITH MEMORIAL PLAYGROUNDS VILLAGE might be described as a village that isn't there. Of course, the person who did describe it that way would be wrong, but ten minutes after Village is over for the day, there is no sign of it except for a couple of large empty rooms and a storage closet bulging with folding plywood houses, bank and postoffice, store counters, furnishings and quite an assortment of miscellaneous goods. These include cuts of meat in wood, very red and white and mouth-watering, though costly, milk bottles with the milk and cream firmly painted in and completely spill-proof. Included, too, are objects of art, and everything that comes in between—all creations of the villagers.

As a matter of fact, Village is only set up twice a week for an hour and a half period, but that isn't all there is to it. It begins with children playing house together.

The first village started when a little girl at our Northern Liberties Playground took some bricks that were left over from a repair job and built a wall to make herself "a house." Then she gathered together several children small enough to be docile, because every home has to have children. She was, of course, the mother.

But this was a very destitute family—they had literally nothing. You can't have a community without stores. A couple of the boys thought they might start some, therefore, because they knew how it should be done and "Girls are so dumb."

At this point a couple more families wanted to get into the act, and you couldn't tell which was the more insistent—the little mothers' demands for a school so their children wouldn't be always tagging around after them, or the boys' howls for things to sell in their stores. A school, industries, bank, hospital, civic government, including police and street cleaning departments, postoffice, restaurant, laundry, theater, and so on followed along as quickly as they could be established in answer to the demands of the citizens, and in answer to the desire of the many children to find something they could do in Village. Boys, girls, small or smaller, leading citizens or drifters—we have them all in real life, so we have them all in Village life.

We would like to make this point here, however: Village

MR. BOWERS *is the executive director of the Smith Memorial Playgrounds and Playhouses, Philadelphia, Pennsylvania.*

is not a replica of current adult life in the city in which the children live. They borrow ideas from this but they select and discard and try to think up better solutions. They fail a lot of the time, and then they try something else.

So the village was started by the children, but don't think for a moment that the Smith Memorial Playgrounds intends to act modest for that reason. We feel that we played a more important part for the very reason that we did operate from the side-lines. We did not intrude the adult point of view, but had rather restrained ourselves and devoted our efforts to creating situations in which the children could work out their own ideas and build their own town.

That is, we wanted them to be on their own, within limits. We wanted them to do the thinking; but we wanted them to end up eventually with sound practices. To illustrate, the village hospital is so popular and so realistic that it must be a place for learning *good* practice in first aid, baby care, dietetics. Under these circumstances, a certain amount of information must be supplied by the staff of play leaders.

All activity in our village involves a learning and growing process, and we won't pretend that the play leaders do not view it as a teaching job. However, our thriving village has endured through thirty years, and spread to the other playgrounds of the system.

The spark that was struck that first afternoon by a thirteen-year-old girl was a very small one, and it has taken much thought and continual nurturing to get it burning with a bright light, and to keep it burning steadily through the years. Credit for this goes to Mrs. Phoebe Hall Valentine, former executive director.

An average day in Village goes something like this: A girl nine to eleven years of age enters in the role of mother. She stops at the desk where she is registered for her home. If she comes regularly, she may have the same home week after week. If she comes occasionally, or arrives late, a home will be assigned to her. She either rents or buys her home (with play money, of course). Buying it means that it is hers for the current play season.

Generally "mothers" arrive with their "children" in tow. They are their younger brothers and sisters, or neighbors' children. Right now, at one of our centers, the mothers come in alone and are permitted to pick out their children from those in the kindergarten group. This is a very easy and neat arrangement but it lacks some of the reality that attaches to seeing the family groups trudging earnestly toward Village.

However, this method is much better for the small children as they are continually under the protective supervision of the regular kindergarten teachers, and are brought to the kindergarten and dismissed from there in the usual way.

We mention this because it shows immediately that how the details of a village are worked out has to depend upon the circumstances, and things are not done just the same at any two of our centers. Nor is what we do today what we may be doing next year.

"Playing school" has ever been a popular childhood activity. Soon the pupils will run home for a make-believe lunch.

It is important to realize this because, if you try to push the village into a set pattern, which isn't a natural one, it surely isn't going to thrive. Many people try to pin us down as to exactly what we do about various details. We mean it when we say we don't know. We would have to live through the situation with the children involved, before we could come up with the answer.

And we won't come up with the answer at all unless we are continually analyzing things in our minds and talking them over together. We accept the mothers taking their children from the kindergarten group just now, but we are aware that the thing is starting off with a more artificial look and feel. We are watching to see whether the children's imaginations can bridge this gap, and they can throw themselves into this make-believe life with the seriousness which marks children's play when it is spontaneous.

The mothers are easily identified as they take up residence in their homes because they wear long skirts—full cotton affairs slipped on over their dresses. The homes have reached the point of development where they have plywood fronts and sides. They have a door and windows, usually with curtains, and are furnished with table and chairs.

Everything else must be purchased by the mother at the stores, so the first thing for her to do is to go to the bank and get her allowance. Each mother has $6.00 for a Village day. If she is prudent and is a regular resident, she will have a savings account, from which she may draw or not as she wishes.

She will have to do a little budgeting because, from the $6.00 she receives, she must, in addition to furnishing her home, pay the rent, buy food, pay hospital charges if she takes the children there, pay for entertainment if the family indulges in this, perhaps buy something to satisfy their desire for beauty, or save for the future if she decides that is better. Entertaining is something she may want to do, and

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she must allow for this.

The mother does not have the children with her all day; they go to school when the school bell rings. They come home for a make-believe lunch, however; and with shopping and gossiping to be attended to and maybe a sick doll to be taken to the baby clinic, she is kept busy getting the house in order and lunch ready in time for the children's return from school.

Stores and school appeared at almost the same time in our first village. Stores are the most essential thing after homes—stores and the industries that supply them with merchandise. Industries, in the case of Village, are craft and carpentry groups making such articles as cuts of meat, vegetables and fruit, papier-maché dishes, decorated paper plates, household items such as table covers and napkins, pictures for the wall, vases and artificial flowers, furniture, and postcards, stamps and other postoffice material.

The stores vary from the old Main Street type to the modern supermarket. There are an average of about seven stores—the meat market, grocery store, dairy, fruit and gift shop, dry-goods store, hardware store and toy shop.

Then, in a village that has reached any degree of organization, there is the warehouse. From here all goods are supplied to storekeepers at the beginning of each Village day. Storekeepers of course pay wholesale prices, upon which they base the retail prices. The latter must, however, be related to the amount the mothers have to spend, and so there is a little two-way pulling, but, after all, that's business.

There are at least two workers in each store and four in the warehouse; and they must be in their stores in sufficient time to have received their stock from the warehouse and have their stores set up and ready when Village opens.

The storekeeper has to pay rent; or he may buy his store. He must also pay a village tax and the salary of his helper; and, of course, he pays for his merchandise. Profits are deposited to the store account in the bank.

The bank is vital to Village life. It not only serves the merchants; but, as we have said, it is the place where the mothers get their allotment each day. So, you see, this is a special kind of bank—something greatly needed in real life.

The bank also serves as paymaster for the village government, dispersing wages to employees after a payroll has been submitted by the mayor. During the war, they sold savings bonds at the bank.

As if they didn't already have enough ideas, we make things a little more hectic by taking the bankers each season to visit the trust company that is trustee for the Smith Estate. The children always come home from this trip a little more all agog than they were before. No wonder that the bank has always been a most going affair in our villages. The banker's job is one of the most responsible.

The mayor may be important, or he may be something of a figurehead. He is an elected official, and who can tell whether a political campaign will end in a wise choice or not? Some campaigns get so hot that having them over seems a sufficient blessing. Incidentally, the mayor is frequently a girl, and this is, of course, owing to the simple fact that there are more female voters than male. Still, you can't tell—if there is a really engaging boy candidate, maybe the girls turn out to be not too strong feminists after all.

The mayor does have considerable responsibility, for he collects the rents and taxes and has the supervision of the whole civic department, including the street cleaners and police. At times, and in some of our villages, the safety department has been very active, and there has been a busy police chief. At other times there have been very few V.S.P.'s (Village Safety Patrol), and the mayor has had direct supervision of them.

The mayor is also the key figure in the Village Council, where problems are discussed and decisions made. The council determines the rate of pay for civic employees, and might be called the brain of Village. Here the thinking is done, or not done.

The Town Meeting, with which some of the villages end, is another place where you have thought and discussion,

Busy housewives compare purchases, the way of womankind. They must feed their families but make their budgets reach.

and where ideas and wishes of the villagers are expressed. This is very stimulating, and puts the council on the spot: but decision still rests with the council.

In one center the village ends with a radio broadcast from the Village Radio Station. There is a program of entertainment and the mayor and others have an opportunity to make announcements. This does bind the total village together, but of course the villagers don't have a chance to answer back as in the Town Meeting.

Just prior to this assembly, whatever form it takes, there

is a signal which means that mothers are to collect all the articles in their homes and return them to the proper stores, and deposit at the bank any money they have left over. The storekeepers must see that the things brought in by the mothers get into the proper boxes and are returned to the warehouse. They too must make their deposits at the bank.

We have described the essential village groups but there are many others that are possible, such as a restaurant, museum, library, laundry, theater, planetarium, newspaper; and we always have some, if not all, of these in operation.

Each mother is allowed six dollars "play money" from the bank for a village day, and may maintain a savings account.

Another very important factor is the preparation work done by the various groups or departments at times other than during the periods when Village is set up. Mothers, teachers, nurses, storekeepers, meet at least once prior to every village session, and the amount of craft and carpentry work that is done, the rehearsals that are held, and so on, is limited by nothing but the children's interest and the ability of the center director to schedule these groups.

At Martin School Recreation Center we are right now experimenting with a permanent village set-up. We had, for the first time, sufficient available space, and this was something that had always been longed for as the ultimate in desirability. However, when it came to the point where it was actually possible, the staff expressed themselves as seeing both advantages and disadvantages. They wanted definitely to try this out, but with the idea that they were only committed to it for a limited time, until they could see how the gains stacked up against the losses.

Village is always in the process of changing. It moves in cycles, and every once in a while it happens that a group of children who have been the most imaginative, and have been leaders in this play activity, suddenly outgrow it at the same time, or possibly they move away, and then the village has to find new leaders. Perhaps it happens that the average age is lower for one reason or another. Perhaps there isn't anyone who is as civic minded or as much of a natural leader. It is hard sometimes to know exactly why, but some of the more highly organized village services and departments that were going strong the previous winter just don't appear when the activity opens in the fall. Later on they will undoubtedly come back, but they can't be forced if Village is to be Village.

When we think of what children get out of Village, we realize that, first of all, it has the advantage of having in it a place for children of all ages, of all types and degrees of ability. It gives them new experience and adventure in play situations that are real enough to be satisfying.

It gives them the joy of creating and of self-expression, a chance to use their imaginations, to "play pretend," and above all, the opportunity to exercise choice freely and really.

Also, there comes to them, through experience, the realization that one's behavior must be such that it does not infringe upon the rights of others. And then slowly comes also, we hope, the happy knowledge that this need not be a frustration, but that cooperation is a rewarding experience to the individual as well as one of benefit to the group.

Thatcher Bowers, who is responsible for this program, has announced to the Pennsylvania Recreation Society his willingness to help other nearby communities establish children's villages.

Money Makers

Ways in which money can be made on the playground, for the purchase of new equipment, are suggested by Margie Maconey of Columbia, Missouri:

Hold a carnival at the end of the season and charge a small fee for entrance to activities such as playlets, amateur talent shows, a miniature golf course (made by the children).

An excellent puppet show theatre can be constructed from an electric icebox packing case, with a window (for stage) cut in the front and a door at the back. A playground-made doll house can be placed in a downtown window two weeks before the carnival, and chances on it sold. It can be displayed at carnivals along with stuffed dolls which the children have made from factory reject sacks. The doll house, furniture and dolls can keep an arts and crafts group busy all summer.

Keith Jennison

A New Glove for Chris

HIS FOURTEENTH BIRTHDAY was still two weeks away, but since he would be at camp then we decided to give him the new glove before he left home. He had told us a good deal about the glove he wanted, but he didn't really think he was going to get it, even though the one he had was thin and torn. He had been discouraged by the price. So was I when the man at the sporting-goods store told me how much it was. The glove I had bought for Chris's younger brother two years before was not a full-size major-league model, and I wasn't quite prepared to have a baseball glove cost almost as much as a suit did when the boy's mother and I were married. At fourteen Chris was a big leaguer in spirit if not in body. While it was expensive to equip the spirit so magnificently, it was, I told myself, in the nature of an investment.

"Oh gee," he said when he opened the box. "A George Kell model just like I wanted. With lacing across the top of the fingers. Gee, thanks." His face and voice conveyed his thanks more completely than his words, and the glove stayed on his hand for the next three hours, except during dinner. We had to draw the line somewhere.

Chris and his brother Nick had a catch before dark, and after they had undressed I went into their bedroom. They were both in bed, with their baseball gloves on their hands.

Nick looked at his own older glove with passionate loyalty. "I wouldn't trade this old glove for any new glove in the world," he said. "All broken in and everything, pocket just in the right place."

"There isn't a better glove than mine anywhere," said Chris. He brought the glove up to his face and nuzzled it.

He was looking at the box now. "Made in America," he said. "My glove was made in America." He laughed. "So was I. So was my brother." Then, as an afterthought, "Baseball too. All made in America."

"You're pretty sound products," I said. "Better turn off the light and get some sleep."

I went out on the front porch and lit a cigarette. Made in America, I thought, and wondered how well the boys would discharge this responsibility. What a huge part of their lives baseball has been, I thought. With the world of the home and the world of school, baseball was really their third world and the one which, on a conscious level, they probably liked the best. This worried me a little and I began to think back to see if I could discover what effect the world of baseball was having on the boys.

The games the boys played in were pick-up affairs involving a good deal of chauffering by the boys' mother and some telephoning by myself informing parents that their wandering shortstop would be right home. Baseball, I realized, was the first unsupervised team game the boys played, the first social experience in which they had to submit to the discipline and authority of their contemporaries. The rules they followed were not imposed by parents or teachers, but by themselves. Not that this prevented the rules from being argued or resented, but it did give them a hint that rules as such were more than restrictions created by an adult world to make children's lives miserable. You couldn't have a game without rules any more than you could have a school without rules. These first impromptu games soon taught them a new word. Sport, or good sport. You didn't cry or get mad when you struck out, dropped a fly ball or missed a grounder. You didn't blame it on somebody else.

I remember the time Chris told me how he always missed the ball when he was mad. "I just can't hit it," he said. "Have to learn to control my temper."

The boys were finding out other things which, now that

MR. JENNISON, *production manager and editor with Viking Press, New York, is the author of five picture text books. Two additional titles are scheduled for release in 1953.*

I looked back, made me feel better about this particular world they were living in. They weren't talking so loud and long about their occasional home runs or fielding feats. They began to appreciate the fact that a teammate's run counted just as much as one of their own, and they were taking increasing pride in their sacrifice bunts on which others scored. The importance of teamwork was getting home to them. They were particularly happy over their increasing proficiency in executing a double play, in which they had to think and act at top speed, making sure that their performance was perfectly coordinated with that of a fellow player. They were learning to stand up under pressure, to give the best of which they were capable to the team effort.

The older they got the harder they played and the oftener they came home after a game with bumps and bruises both physical and spiritual. Even living as far out in the country as we did there were few cleared areas big enough for baseball games and those there were had an unusual number of hazards in the shape of stones, stumps and bushes. The cuts and minor sprains didn't bother them as much as the bad bounces for it seemed bitterly unfair to them to lose a game through no fault of their own. They tried changing fields but it didn't help much and they gradually realized that both they and their opponents were going to get some pretty bad bounces no matter what field they played on.

They began to keep their own batting and fielding averages (to the delight of their arithmetic teachers), thereby beginning to understand that each day had its own quota of triumphs and defeats.

This thought reminded me of the morning at breakfast when Chris was happily telling us of his good luck at bat the previous afternoon, and I thought I'd better remind him of one of baseball's first precepts, in case he'd forgotten it.

"Just remember," I said, "that the hits you made yesterday never won today's ball game." He had been silent for a minute. "That's a good rule," he said.

I noticed, too, a subtle change in their attitude toward winning. Of course they loved to win. But when they had played long enough to realize they couldn't win them all, or perhaps even most of them, they came to feel that being a good ball player implies a lot more than simply being a winning one.

Even though the boys do not wear uniforms when they play their games, now that I come to think about it I have never known them to appraise a friend in terms of his clothes, the kind of car or home his parents owned, or his race, color, or creed. This history of the game they know so well is illuminated with the names of players representing many racial and religious groups. What they want to know about a boy is what kind of ball player he is and what kind of teammate.

The boys' mother and I never had to redecorate the walls of their room; they took care of that themselves with pictures of players clipped from magazines and newspapers. One of the most prominently displayed pictures appeared the morning after the final game of the 1948 World Series. It shows Lou Boudreau, manager of the victorious Cleveland Indians, implanting a jubilant kiss on the broad cheek of Larry Doby, his Negro centerfielder. The year before, Jackie Robinson, first Negro to play in the major leagues, had had a spectacularly successful first year with the Brooklyn Dodgers. Robinson and Doby helped settle one area for good and all on thousands of American playgrounds. The old cruel labels were dropped. A new boy was a potential Jackie Robinson, Phil Rizzuto, Ted Kluszewski or Joe Ginsberg.

I went into the living room where the boys' mother was sitting. What had I been doing, she asked.

"Thinking," I said, "about baseball."

"You and the boys. That's all you think about." But she smiled as she said it, as befitted the mother of future stars.

"Sometimes I wouldn't mind if that were all I had to think about."

"Well, there is the real world," she said, "and the trouble with baseball is that it's not very much like the real world."

"No," I said, "that's the trouble with the real world, it isn't enough like baseball."

The light was still on in the boys' room, but they were asleep. Nick's glove was on the floor, but Chris had put his back in the box and set it on the table beside his bed. His face was still turned toward it. I reached over to turn off the light. Good glove, I thought. Good game, too. Good boys. Made in America.

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"... and the pursuit of Happiness"

(Continued)

THE GENERAL OUTLINE of the 35th National Recreation Congress, to be held in Philadelphia, September 28 to October 2, is fairly well worked out. Such early planning is always necessary for a meeting like the Congress which involves dozens of discussion meetings and general sessions and scores of program participants and consultants to serve the needs and interests of all the delegates from all the many and diverse organizations concerned with the pursuit of happiness.

Invaluable help is rendered the Congress each year by several committees. These committees, composed of both lay and professional recreation leaders, constitute groups which make it their special business to give advice on matters of program, personnel and mechanics on behalf of the entire movement. But all who are interested may have a direct hand in helping plan the Congress by sending suggestions immediately to T. E. Rivers, Secretary, National Recreation Congress, 315 Fourth Avenue, New York 10, New York.

Local Arrangements Committee

Under the chairmanship of Robert Crawford, Philadelphia's Deputy Commissioner and Superintendent of Recreation, an active committee of Philadelphians is working on plans to show off their historic city on the occasion of this first National Recreation Congress ever to be held there. Philadelphia is inspired, both by its memorable and historic past and also by its recreation plans for the immediate future, to offer delegates to the Congress a look into the early days of our country and into the recreation future of Philadelphia. Philadelphia has shown most immediate and special interest in making certain that wives of Congress delegates are made to feel welcome. Specific plans to this end and for other Philadelphia features will be announced later.

Bellevue-Stratford Hotel

The headquarters hotel gives every indication of being able to accommodate the Congress this year without there being any necessity of holding meetings outside the hotel. Meetings rooms are large, the commercial exhibit area is ample, and there is even going to be some space for educational exhibits. Delegates interested in bringing materials for the educational exhibit section of the Congress should get in touch immediately with T. E. Rivers so that the necessary space can be reserved if possible. A hotel which has housed national political conventions will receive another test of its stamina and flexibility, but the Bellevue-Stratford seems to measure up.

View, taken above the Philadelphia Museum of Art.

1953 National Advisory Committee

The Rev. Maurice D. Bone, The Board of Education of the Presbyterian Church in the United States of America, Philadelphia

Charles K. Brightbill, Professor of Recreation, University of Illinois, Urbana, Illinois

Theodore Brown, Senior Supervisor, Bureau of Recreation, Baltimore, Maryland

Mrs. Theresa S. Brungardt, Vermont Director of Recreation, Montpelier, Vermont

G. E. Chew, Assistant Superintendent in Charge of Personnel, Sun Oil Company, Marcus Hooks, Pennsylvania

Robert W. Crawford, Deputy Commissioner and Superintendent of Recreation, Philadelphia, Pennsylvania

Howard G. Danford, Director of Physical Education, The Florida State University, Tallahassee, Florida

D. B. Dyer, Assistant Superintendent in charge of Recreation and Adult Education, Milwaukee Public Schools, Milwaukee, Wisconsin

Ben Evans, Director of Recreation, Seattle, Washington

Mrs. George Gorton, Chairman, Recreation Commission, Kansas City, Missouri

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Miss Ruth McIntire, Extension Specialist in Recreation, University of Massachusetts, Amherst, Massachusetts

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Miss Violet Sieder, Community Chests and Councils, New York

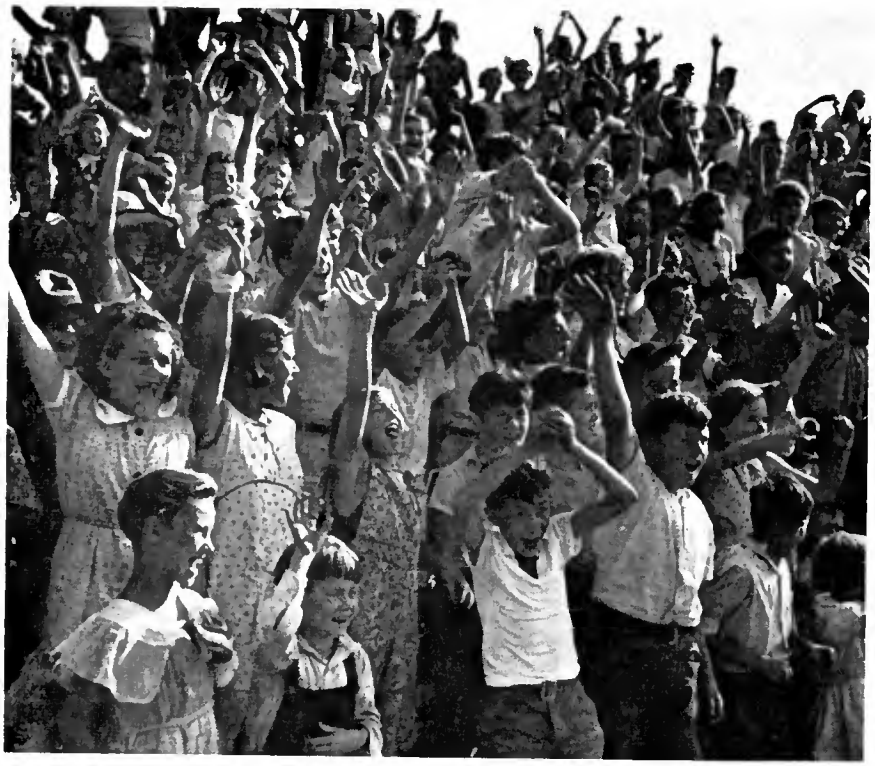
Miss Dorothy Taaffe, Recreation Supervisor, American Red Cross, U.S. Naval Hospital, St. Albans, New York

Ben H. Thompson, Chief of Recreational Planning, National Park Service, Washington, D. C.

W. Richmond Tracy, Secretary, Union County Park Commission, Elizabeth, New Jersey

Forrest W. Wakefield, Superintendent of Recreation, Council Bluffs, Iowa

Miss Mildred Wheeler, Supervisor of Activities, Recreation and Park Department, Montclair, New Jersey



KNOW YOUR CHILDREN

PLAY IS not merely healthy exercise and a process of developing motor skills but is an investment in social and emotional adjustment. The social aspects of development require close and continual observation to detect signs of maturity level since this evidence is not as distinct as the increase of size generally associated with physical growth. However, a core or set of clues can be identified, in the social interactions displayed in play, which tend to cluster at various age levels. These clues or characteristics are helpful in child description, in the planning of program and can be guides to corrective action. They are useful as approximations of maturity levels and should, through understanding and recognition, serve as safeguards against adult pressures beyond social abilities and readiness.

The procedure of segregating characteristics of play into child-age periods is often misinterpreted and construed as rigid norms for children. This line of reasoning would indicate that everything is known about child development in play and that standards are fixed and final instead of experimental. Play development must be viewed as a continuous process resistant to close limitations and highly specific standards varying from one group to another. Behavior is recognized as extremely variable in each situation and in each child.

It is with these concepts in mind that the following chart is offered as an experimental guide to promote greater understanding of the child and to stimulate additional observation directed toward future refinement of knowledge of the child at play.

MR. BILLETT, *Executive Head of Jacksontown School, Ohio, was formerly in charge of physical education, University School, Ohio State University.*

GUIDE

4-5 years

Dramatic social play—two or more children; adult life enacted; imaginary playmates used in absence of others

Bossy, domineering, assertive; does well alone, with one other child or in supervised group; difficult to adjust to third child in play.

Concerned with adult approval more than approval of peers.

Boys and girls have similar interests play and fight without sex consciousness; do not group by race or color but more by acceptable behavior; boys more quarrelsome than girls; conflict brief no issue carried over to next day. At age four social development is well underway; few socially indifferent; desire for attention shown through stunts, calling out, or shyness and self-consciousness in behavior.

Competition seen in winning prestige in games, achievement in school and friendship of others.

Individual play common; swings, slides sand box, jungle gym, tricycle, balls boxes, and so on are needed. Types of play: unoccupied—no interest; onlooker—watches before joining; parallel—imitates others; associative—loaning and borrowing; cooperative—simple games with others.

Anti-social conduct is means of trying out powers; more interested in socialization than resistance; insists upon being taken into activities of older siblings; seeks playmates even at risk of parental disfavor; wants to make own decisions. Four-year-old period is one of moving on to consolidation; at five begins a relatively stable focus.

Play characteristics as observed in the play experience of children at University School, Ohio State University

Ralph E. Billett

IATURITY LEVELS THROUGH PLAY CHARACTERISTICS (SOCIAL ASPECTS)

6-7 years	8-9 years	10-11 years
iterest in adventurous roles—Indian, oldiers, favorite hero, "make believe" imals in games.	Imagination very vivid but imaginary play decreasing.	Imaginative play slight.
ndividualism dominant; play interests elatively short; frequent change of ames necessary; friendship ties casual nd shifting; seven-year-old ties more efinite.	Greater interest span; fewer games with longer interest; desire for group membership serves to force conformity to group standards.	Group consciousness stronger; behavior adjusted to be identified with group; peak of interest in a variety of play activities.
ecessity for adult approval continues; vidence seen of establishing independence from adults—refusal to comply ith certain action labeled as "not ir."	Tend to reject standards of home in favor of age-mates; increased desire for freedom from adult seen in hyper-critical attitude in branding adult action as "unfair."	Height of desire for peer approval; approval gaining methods differing with abilities and maturity of individual.
nterests similar for both sexes; recourse to force in conflict is less evident; child better able to work through roblems; no regard for sex when force used; girls appear more socially mature in play relations. Teasing, punching, and hitting others for fun of it is ommon; socially undesirable behavior ehsides; group is able to identify roper action but has difficulty putting ehavior into practice. Just reward and unishment important to child.	Age of strong attachment for own sex; age of wrestling for boys; girls prefer less rigorous activities; some separation of sexes at these ages gives chance to satisfy these needs.	Prefer own sex; slapping, teasing and chasing or contrary action is means of showing interest in opposite sex; boys pass through period of rudeness and roughness to all females.
ompetition is understood by the large ajority of pupils; it differs at this evel due to type of games played; any of the running games individual-e competition; winning and losing has ery short significance; game results on submerged by interest in next ame.	Greater sense of group responsibility; children highly critical of each other at errors committed in play; less skilled bear the brunt of this criticism—boys greatest offenders.	Greater consideration for others; rivalry between individuals and groups maturing at various rates; critical in competition, but more able to understand need for proper action.
ames emphasizing speed and energy referred; interested in learning new nd more complex games; game with ifferent name and slight modification a new experience; six-year-old must row from individual to group play; esire to play games beyond ability ommon—mostly seen in seven-year-old.	Results of team games become more important; identification with players of skill with greater chances of winning becomes more important.	Greater understanding and desire for winning in play; more highly skilled generally have greater difficulty in accepting loss than the less skilled; criticism by pupils of all levels of skill leveled at individual hindering chances of winning.
t six most children want as many rns as possible, regardless of others; ost children participate willingly in ctivities; class pressure not important nless started at home; high incidence f tattling is desire for just reward and unishment; child defends own rights; hrugs off criticism with ease; at seven kill and size comparisons have their eginning.	Running games still popular; real interest in practice and skill improvement; team games modified to skill level of the group necessary; great satisfaction in achievement. Greater awareness of interdependence in groups and community; child resists parental pressures in selecting playmates and friends.	Greater interest in team games and greater demand to play games beyond ability—desires influenced by seeing older children at play; demand for vigorous play persists—pushing, running, and "horseplay" during team games are signs of lack of readiness for team play.

PLAYGROUND PROJECTS and GAMES

Nature

NATURE ACTIVITIES can be a part of your playground program, even if the playground happens to be treeless, grassless, or covered with artificial surfacing. As long as there is something underfoot, insects crawl or fly over it; the sun is sometimes obscured by oddly formed clouds, or it rains; there often are birds about even a city playground—such as a pigeon drinking from the water fountain or sparrows grubbing for crumbs; there must be stores, parks or vacant lots somewhere nearby that warrant an exploration tour.

What sorts of nature projects can be pursued indoors? Surely many of these can be transferred to the playground that is not a natural one? Children have pets that they'd love to bring for a day's visit; most of them see trees, somewhere, during the day. Apply some ingenuity in using everyday happenings and objects to arouse a "nature interest" *at the time* they are noticeable. Don't wait for a "nature period." Help the children to open their eyes and see the things about them. In this way many can be helped to develop a hobby that will last for the rest of their lives. Weave your nature program into all of your activities. Keep your eyes open for interesting things. The few suggestions below may stimulate ideas of your own:

A Tree Contest. One of the activities on the Irvington, New Jersey, playgrounds was a tree contest, the purpose of which was to discover the finest trees in Irvington, and to encourage greater interest in shade trees.

The trees to be selected were limited to pin oak, elm, Norway maple, and the largest tree in the city. Only one tree could be entered in each class. Each contestant designated the tree he was entering, and its exact location, on a blank obtained from the playground leader.

Bird Houses. The making of winter feeding stations and bird houses leads to a desire to know more about the habits of the birds who occupy the houses. Bird houses made by children can be installed on the playgrounds and in parks where the children may keep in touch with the birds they are befriending.

Bird house building offers an activity valuable not only as an outlet for the creative instinct but for the knowledge of birds which it develops.

Construction. To make bird houses safe and comfortable for their occupants, certain principles of construction and design must be observed. A well-built house should be durable, rainproof, cool and readily accessible for cleaning. Wood is the best building material. Metal should be avoided because it is a great conductor of heat. Weather boards, rustic cedar, and strips of wood with the bark adhering to them all make excellent materials and may easily be cut into proper lengths and nailed together. In the choice of wood an easily workable kind, such as cypress, pine or yellow poplar, is preferable. Sometimes ready made boxes of the proper size may be used with a little reinforcement.

In preparing wooden houses, entrance holes should be countersunk from the outside to exclude rain, small holes made in the middle of the floor for drainage, and a row of small holes bored just beneath the edges. Heads of nails and screws should be set rather deeply and covered with putty. Roofs should be made with sufficient pitch to shed water easily, the overhang in the average house being from two to three inches to protect the entrance holes from driving rain.

When placed in trees, the houses should be painted a dull shade of green or gray; when mounted on a pole or placed in other exposed positions, white is the best color.

House birds differ decidedly in their requirements for homes. Bluebirds and wrens, for example, are content to build in tomato cans. To make the cans usable and keep them from becoming excessively hot, they should be covered with bark, one end being replaced with a block of wood and an opening of the proper size made in one side of the can. A hollow limb or block of wood hollowed out in the form of a woodpecker's nest is a popular device. Gourds are made acceptable by cutting a hole of the proper size in one side, cleaning them out and drilling a small hole in the bottom to drain out any rain that may leak in.

Judging a Contest. A bird house building contest is an interesting playground

activity which may be done on the following basis: practicability, 40 per cent; workmanship, 35 per cent; uniqueness and originality, 15 per cent; method of cleaning and ventilating, 10 per cent.

In a number of cities awards have been offered on the basis of the following points:

1. The most natural and practical house for bird-life use.
2. The best house in workmanship.
3. The most artistic design.
4. The best combination house.
5. The most unique or odd house.
6. The best-made house of sticks.
7. The best-made house of bark.
8. The best-made house of tin cans.
9. The best-made house of flat wood.
10. The best open house made.

The bird houses made by the children are frequently placed on exhibit in store windows and other central locations before they are set up in parks and playgrounds.

Prove It. This is a game in which players sit in a circle. The one starting the game says: "From where I am I can see a gray birch." The next one says: "From where I am, I can see a gray birch and a black cherry." The next player repeats all that the previous players have said, in exactly the same order, and adds another tree or bird. It may be limited to what is seen on one gray birch tree. If anyone doubts the statement she may challenge the speaker. Anyone caught in a mistake drops out of the game.

Clubs. In Cincinnati, Ohio, the recreation department has, at various times, sponsored clubs of Rangers and Rangerettes. These can be joined by any boy or girl between the ages of ten and fifteen, on the playgrounds or at the play centers. Each group is required to have some older person serve as Ranger Guide. They have had as their objectives the arousing and maintaining of interest in nature and out-of-door life; and they have sought to teach members the crafts and skills of the pioneer, woodsman, Indian, cowboy, farmer. They have been interested in the preservation of wild life and natural resources, and in community service on projects along that line. No set program is outlined for the clubs, each being free to work out with its Ranger Guide the type of projects in which members are particularly interested. All programs have to have the approval of the public recreation commission, which provides a list of suggested projects, with ways and means of carrying them on. All projects have to be "active program," rather than study.

Nature Hunt. Divide group into teams, and give each team a list of nature objects which can be found in the area. Each team should receive the same list; and care should be taken not to include anything that can be damaged by the collector. The winning team, of course, is the one which returns, on signal, with the largest number of the listed specimens. In addition, the winners can be asked to tell, briefly, what they know about each specimen.

Low Organization Games*

These are the active games that do not require a definite number of players nor any court of specific size. They use a minimum of equipment and are adaptable to a wide range of ages.

Hit Pin Baseball. This game, which is played on the Los Angeles playgrounds, and on many others as well, requires a diamond of any size—depending upon the space available and the age of the players. Make a circle of three feet radius for home base, and one foot square for the other bases. Stand an Indian club in the center of each base. Mark the pitcher's box as in indoor ball.

The batter stands in front of the club on home base and tries to kick a soccer ball. The pitcher uses an underhand throw and tries to knock down the club on home base before the batter has a chance to kick it. If the pitcher succeeds in knocking down the club, the batter is out. Balls and strikes, fair and foul hits are the same as indoor baseball. If four balls are called the batter has a free kick. When the batter makes a fair kick he must try to make a complete circuit of the bases, running outside the clubs and not knocking them down. To put him out, the players in the field must pass the ball to first, knock the pin over, to second, and so on. If the ball gets ahead of runner and the club ahead of him is knocked down with the ball, the runner is out. He is also out if he knocks down a club or runs inside any of the bases.

Fox and Geese Dodge Ball. [1] Ten to twenty participants may play. A large circle is drawn on the ground. Half the players stand inside and half outside the circle. The outside players have a volley ball which they throw at the ones in the circle, aiming below the waist. The players in the circle line up in a single file with their arms around the waist of the player ahead. The object of the game is to hit the end player in the line. The leader of the line may use his hands to bat the ball away and his job is to turn and twist the line so that the end man is protected. This means he should face the ball as much as possible. When the end player is hit (below the waist only) he drops off. The game is played on a time limit basis and the object is to see which team has the longest line left at the end of two minutes or any prearranged time limit. At no time may the head and end of the line connect.

Pandle Ball. [2] This is a new game for girls. Use the old ping pong paddles and take the handles off. Fix them so they can be fitted onto the palm of the hand, one on each hand. This game is played like hand ball. Use up against any wall and draw lines on the ground. The court is approximately twenty by twelve feet.

Jump the Ball. [2] Children stand in line, one in back of the other. Use a baby ball. The first one in line throws the ball against the wall, lets it bounce once before jumping over it, and on down the line. (Each jumps with legs apart and lands on both feet.) Whenever the player touches the ball or fails to jump over it, she goes to the end of the line. (This game is very simple, but we have seen youngsters play it for an hour or more at a time.)

* See "Games on the Playground," page 32, RECREATION, April 1951.

[1] From *Active Games for Live Wires* (P 98). National Recreation Association. $.50.

[2] From *Good Games for the Summer Playground.* Los Angeles Department of Recreation and Parks bulletin.

BACKYARD PLAYGROUNI

For Every Child a Place to Play

Irma Z. Rodenhouse

IMAGINE HOW you would feel if it were your child who had run in front of a passing car! Or, think how you would feel if you were the motorist! Practically all drivers feel they are cautious enough, but still, children who play in the streets are in danger. In Seattle, something has been done and is still being done about it.

It was at a spring luncheon of the Seattle pre-school council, in April, 1929, that Miss Helen Reynolds, the director of childhood education for Seattle public schools, asked if this group could do something about the problem of children playing in the streets. She had been reminiscing about the lovely play yard she had had as a child, when she suddenly confronted the group with the idea that it should find ways of keeping children in their own yards.

Mrs. Morris Kennedy was so inspired that she conceived the idea of a backyard playground contest among the pre-school groups. Through a friend, she gained the support of the evening newspaper, which also donated a trophy cup for the school entering the most yards. The mayor issued a proclamation for Playground Week. Other papers and radio stations gave much publicity. The police department, park department, PTA, district representatives of the National Recreation Association and of the Automobile Club gave active support to the project. Service clubs and stores donated prizes such as swings and sandboxes. Letters were written to New York, Los Angeles and some twenty other large cities for information regarding backyard playgrounds, and from answers to these came some very real, concrete help. Leading citizens composed the roster of judges. Thirty days after the initial luncheon the contest closed. Three hundred yards had been entered from fifteen pre-school groups.

The next year the results were even more encouraging. The women worked hard, publicity was good, and the yards totaled 866. When the contest was over, an inspection caravan followed the all-city judges over the whole city. It was fun, and mothers knew where their children were playing.

Police department statistics definitely indicated that lives have been saved. In the twelve years from 1921 to 1933 there were 166 traffic fatalities and 5,935 traffic accident injuries to persons under eighteen years of age. In the fourteen years from 1934 to 1948, fatalities numbered 104 and injuries 3,660, showing a reduction of sixty-two deaths and 2,275 injuries. This, despite an increase in population of over forty per cent, and an even greater increase in the number of automobiles.

Splendid cooperation was given by the papers and radio stations. One station carried a fifteen-minute weekly program for the contest for three months. Another instigated the theme song, "Stay in Your Own Backyard." The PTA annual luncheon became the "kick-off" meeting for all local, section and district chairmen (all recruited from local PTA groups), PTA presidents, pre-school presidents, school principals and other interested persons.

Other communities became interested in the project, and inquiries came so frequently that a booklet was issued by a fire insurance company for the pre-school division of the Seattle Council of PTA. This included a brief history, aids for the local chairmen, blueprint sketches of a sandbox and jungle gym, a list of the values of the project, rules, photostats of letters from the police department, Seattle public schools, the endorsement by the mayor, classes for judging, a sample of a judging sheet and an entry blank. In 1935 the booklet was reprinted and sent to many cities throughout the United States.

The technique of handling the contest went through certain modifications in classes, district divisions, awards, and finally sponsorship and objectives. In 1947, the Seattle Council of PTA took over the project and encouraged play areas and equipment for all age children and adults. The name was changed to the Home Playground Survey and Contest.

Interest in entering the contest was stimulated in many ways by the local chairmen, members of local PTA groups. Models of play equipment were constructed by the police depart-

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MRS. RODENHOUSE *is a physical education and health instructor at Ballard High School in Seattle, Washington.*

ONTESTS

ment and schools, for display in store windows and at the schools. Tags were made of ribbon, paper, pipe cleaners and the like, according to the imagination of the local committee, for every child who proclaimed at least one piece of outdoor equipment at home. Eventually this was replaced by a standard home playground button. Local chairmen went to each room in their respective schools, giving talks, plays, asking for pupil participation in writing stories and making posters about playground space and equipment, and making available directions for building simple equipment. Motion pictures taken of children playing on winning equipment were shown to commercial clubs, pre-school groups, PTA dads' night programs. Judges were instructed to watch for practicability of equipment, safety, evidence of use, originality, flexibility for age groups, and whether or not other children from the neighborhood were permitted to play in the yard. With the ever-increasing number of yards brought into the survey, an all-time high of 10,596 in 1948 and 9,603 from elementary students alone in 1949, it was decided that the junior and senior high schools should have a separate home recreation program.

Although the stated purpose of the project is to "stimulate interest in home playgrounds by encouraging the building of new play yards and improvement of present ones, to develop health, character and safety," the values of these yards are greater. From the original objective of keeping the children off the streets, the project has grown to provide or encourage the following:

1. Character development—children tend to play together more agreeably under supervision that is not obvious; they learn consideration for and sharing with others, fair play and sportsmanship.

2. Health—with equipment in their own yards children have ample opportunity to develop muscular and neuromuscular coordination. Such activities tend to correct many postural defects, and play is in the fresh air and sunshine.

3. Family and social relationship—children find one more reason for loving their home surroundings and their parents, the family learns to play together, a neighborhood and community spirit often arises, children participate in a community project by writing stories and making posters.

4. Safety—statistics show that fewer traffic accidents occurred during the years of high cooperation with this project. Children are less apt to have non-traffic accidents when under the watchful eye of an interested adult.

5. Hobby development—families become interested in nature study, construction of equipment, gardening, sports and outdoor fireplace activities.

Neighborhood Playgrounds are Included in Youngstown

James P. Griffith

ABOUT TWENTY YEARS ago in Youngstown, Ohio, Mr. John Chase, the executive director of the Youngstown Playground Association promoted the idea of backyard and neighborhood playgrounds. Much success resulted for two or three years but the idea was abandoned during the depression in the thirties. In 1950 Mr. Frank Tear, president of the Youngstown Playground Association suggested that the project be tried again—Mr. Tear had been the director in charge of the earlier program. The association therefore secured my services for this project.

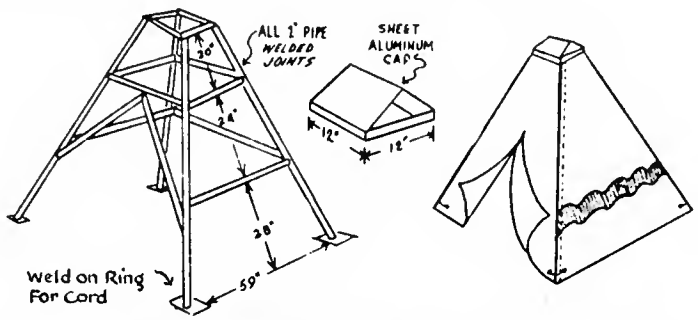
The idea of backyard and neighborhood playgrounds was more or less a new undertaking, after the start of twenty years ago, and a new approach had to be made. The first thing done was to get in touch with the *Youngstown Vindicator* for publicity, and the newspaper gave the project prompt support. A reporter was assigned to write special stories on the progress of the program. Each Sunday a feature article on the project was published along with a picture of the backyard playground of a selected contest entrant. Along with the article was published an entry blank for those who wished to enter the contest. A timely

Winner of 1952 backyard contest. Local newspapers carried pictures each Sunday.

MR. JAMES GRIFFITH *is a teacher at East High School in Youngstown, Ohio.*

editorial was also published entitled "Small Playgrounds" — praising the worthiness of the project. Local department stores helped with window displays and by distributing entry blanks for a contest. All three of Youngstown's radio stations gave the project time on the air at periods throughout the summer. Much interest was created by this publicity.

However, we didn't stop there. We appealed to about a dozen civic organizations for endorsements and help. Such organizations as the Junior Chamber of Commerce, the CIO Council, the Chauffeurs and Teamsters Union, the Parent-Teacher Council, the Youngstown Safety Council, the Youngstown Automobile Club, the Veterans Council, the Southside Civic Association and others gave their hearty approval and endorsement.



Climbing bars and tent suggested by Youngstown Playground Association

Peoria, Illinois had promoted a similar project and a copy of their booklet, *Backyard and Neighborhood Playground Contest,* was sent to us for ideas. We published a similar booklet explaining the purpose of our project, containing rules of the contest and a list of equipment for backyard and neighborhood use. Cash prize awards were to be given to the winners of the two classifications: Backyard Playgrounds, and Neighborhood Playgrounds. The prize money donors were the Youngstown Automobile Club, the CIO Council, and the Chauffeur's and Teamsters Union. The contest ran from July 1 to August 15. Pictures of the winners appeared in the local press; and at a meeting sponsored by the Parent-Teachers Association the prize winners were awarded their cash prizes and given a certificate of merit. About forty-five entries were listed in the summer of 1950.

The project was again promoted this year with even greater success and more interest was shown as indicated by the number of new neighborhood play areas started.

Parents' committees were set up in areas where the need for playgrounds was most evident. They were encouraged to make a start. The Playground Association helped by cutting the grass, donating small equipment and furnishing them with a booklet. In one area—called the Dean Street Neighborhood Playground—a mother took up a small collection to start the project. Her husband made most of the equipment which now includes two sand boxes, four swings, a basketball backboard, two tether ball posts and washer cups. Dean Street won first prize this summer and are using their prize money to buy material for a sliding board. This play area is needed because it is more than a mile from the nearest city playground and there are about forty children on the one block. Dean Street limits its children to those under twelve years of age, and the parents take turns as supervisors. The play area has as many as thirty-five children on it at one time—all for a cost of $25 to $30 for equipment.

This summer at the close of the contest, the Junior Chamber of Commerce gave over one of their luncheon meeting programs to the Playground Association for presentation of awards. Interest in the project had doubled and the number of contest entrants rose to ninety. Four or five new neighborhood playgrounds were started and many new backyard play areas developed. The manager of the play equipment department of a local store told the writer that they had sold more play equipment this year than in the previous ten-year period. The Youngstown Playground Association is a Red Feather service and it is felt in Youngstown that much good has been done in this promotional work as a safety measure and as a beauty and recreation factor as well.

INDIA'S CHILDREN'S GARDEN

The National Recreation Association has received an annual report for the year 1951-52 from an organization in India entitled "Balkan-ji-Bari." The name means "Children's Garden," and the chief aim of the organization is to make children as happy as possible and to let them develop by themselves. As the report states it:

"Balkan-ji-Bari brings children together, in their leisure time, for recreation, but it is based on the belief that recreation is a medium of education in the most liberal sense, and that how a child spends his leisure hours will be an important determinant of the man or woman he or she is to become. It is, therefore, a school of discipline, but the discipline is that of democracy. In most of his life, the child is under orders, at work and maybe at home, but Balkan-ji-Bari is his own affair. Boys and girls meet in these centres as often as possible—every day, if convenient, or once a week at least—and arrange varied programmes. The Bari has also a Pen-Friendship Section which brings children of different places, here and in foreign countries, in contact with each other. Thus the organization is national in its way of working, but international in its outlook."

Get More Out of Life With a HOBBY

"If you don't know how to play make it your business to learn. If you do know how, or as soon as you know how, take it seriously, do it regularly. Develop a hobby, an avocation, a recreational program. It is as important in the maintenance of good mental health as good food is to physical health. Don't feel that you must justify your activity and don't do it on the basis of self-improvement. If you can learn to have fun from it and gain satisfaction from it, it is more important for you and more beneficial to you in times of stress than under ordinary circumstances."—William C. Menninger, M.D., in *Emotional Reactions Created from the War.*

This Is How It Looks To Me

William P. Uhler, Jr.

"OLD MACDONALD HAD A FARM,"—remember how it goes? It starts with one thing, adds others, but continues to retain the old ones. With me, hobbies have been like that. A new one comes along from time to time, but the old ones still retain much of their interest.

Looking back well over fifty years, my first hobby was music, if one could call it that. It started with the jew's-harp. I was given a very good one by an uncle. I still have it. And many an hour was made miserable for the family by the monotone of that instrument. Even yet, once in a while I get it out and see what can be done with it.

The next step was the flageolet or tin whistle. What patience my folks must have had! Then the harmonica. I wanted to play the violin, but couldn't sell the idea; so I banged on the piano. Along in the high school days interest turned to the mandolin, the popular instrument of that time—the sax had not yet arrived. That developed far enough so that finally I had a few pupils of my own. Then later, I did try the violin and progressed far enough to play in a Sunday school orchestra. The many instruments and the few real players helped to hide the defects of the rest of us. We had more volume than quality but we did have some fun. The last attempt some fifteen or twenty years ago was on the clarinet. That progressed to the point of giving the player considerable satisfaction, but for some reason there were no bids to join the Boston Symphony.

Early in life an interest in knots and rope developed. It has continued through the years and has given many satisfying hours of study, practice and demonstration of knots and square knotting. There is much to be learned in this field.

As a youngster I always had a bow and arrows. Fortunately, in those days when play activities were generally unsupervised, my bows were weak and poor. That kid stuff was no more archery than a shooting gallery is real riflery. As an adult, for a period of many years—including the present—archery has been a fascinating pastime and study. Archers, like fishermen, wax very enthusiastic and we admit among ourselves that when it comes to this subject, most of us are "nuts."

And of course general observation of nature,—birds, trees, plants—and gardening and fishing have all made their contributions.

"Art, what crimes are committed in thy name!" And I have been guilty too. My first efforts were in the form of coloring post cards and pictures bought at the five and dime store. I still have the first card I ever tried. That poor cow was certainly plastered. I even tried painting original pictures. One was a desert scene with a tiny camel along the pyramids. My mother asked me what the *turtle* was doing. That put a finish to that.

Then not being able to paint my own scenes, photography was the natural outcome. The main interest here has been landscape with the emphasis on good composition. Here is a field with endless possibilities, and it still offers me a strong challenge.

Then by chance I tried coloring my photographs with transparent oils. I had tried water colors and aniline dyes and did not like either; but the oils have worked out very well, and prints that are now completed seem good enough to give pleasure to others as well as myself. I even had one enlargement in a local art exhibit. Just now

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MR. UHLER, *retired after twenty-five years with the New Jersey department of education, is now a member of the school committee, Stockbridge, Mass.*

I am in it to my ears. The big interest is clouds, and as they are studied there is more and more to be seen. Daily I get new thrills observing cloud shapes and colors, and trying to reproduce them.

Then crafts. There is a long list and most of them are among those I am going to try some time, when I get a chance. Ceramics, leather, plastics, wood working. They come first on the list, and one of these days. . . . The beauty of it is, that while the old ones still give satisfaction, there are always new horizons—new worlds to conquer.

Poetry—if one says much about it, he is thought queer, pixillated. So I write 'em and file 'em and enjoy the process. Have been doing it for a long while. Some seemed good enough for publication and in fact *have* been published. Writing professional articles for publication has long been an old story, a part of my job, but the publication of a poem is something else again.

Out of it all has come not only much personal satisfaction, but the realization that you do not have to be a genius, a world-beater, to make hobbies worthwhile. Most of us are just ordinary folks with no special great talents. All too often our abilities, alas, are far less than our desires to create. But the effort is still worthwhile, even if the product turns out to be mediocre. It is the *doing* that counts.

So ride your hobbies. Keep a well-filled stable of them, and *ride 'em.*

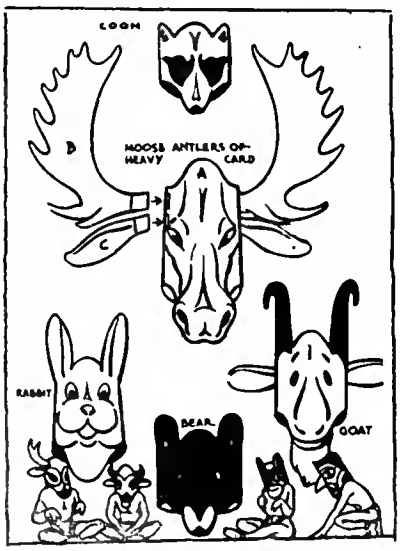
Tips for ARTS and CRAFTS *Projects*

"Relax with handcrafts—a wholesome, healthy hobby."
National Arts and Crafts Week, April 1-7

INTEREST YOUR youngsters, on the playgrounds, in arts and crafts, by giving them projects which call for the construction of meaningful or useful objects, or which tie-in with other playground activities—such as making masks for Big Injun day, leaf prints[1] for nature projects and the like. According to Joseph Lee, to construct things is a part of growth and in these early years it is to make things with one's hands.

The following projects are merely to start you in the planning of others.[2]

Cardboard Cylinder Masks[3]—Today, masked animal dances . . . offer an excellent opportunity to boys and girls for interrelated activities. . . . [they] provide training in design, color, craft ability, nature lore, and nature observation. The habits of a chipmunk or a frog become much more important to the child who is to play the part of the animal by imitating its movements, and making and wearing its mask. Many charming legends of the



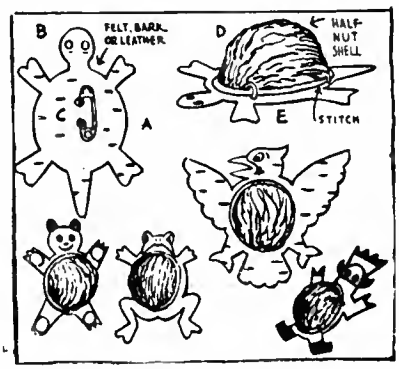
Indian and of nature can be dramatized with masks around the council fire or upon the school stage.

The making of masks should be done in the simplest way possible, since this should be a craft where all may participate. Of all the various methods of mask making, perhaps the cardboard cylinder mask offers the best possible results with a minimum of effort and ability.

In making the cardboard cylinder mask, a rectangular piece of cardboard is wrapped about the head to determine the necessary size of the cylinder. A symmetrical drawing of the animal head is then made upon the flat cardboard and painted with opaque water colors.

Beaks and noses are sometimes made separately and are fastened to the cylinder either by sewing or with Scotch or adhesive tape. The mask is then rolled into the cylinder form and fastened together at the back.

Nut Shell Crafts[4]—These require only simple materials which may be at hand or can be found in the woods. As the



title reveals, nut shells are a part of the materials needed. Half shells of walnuts, hickory nuts or butternuts, pieces of bark, leather or felt and small

[1] See "Recipes for Fun," September 1952 RECREATION.

[2] Many arts and crafts projects are described in the pamphlets of the National Recreation Association. See listing on inside front cover.

[3] Reprinted with permission from *Easy Crafts* by Ellsworth Jaeger. The Macmillan Company, New York 11. 1947. $2.25.

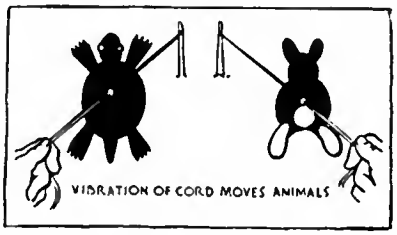
[4] Reprinted with permission from *Nature Crafts* by Ellsworth Jaeger. The Macmillan Company, New York 11. 1947. $2.49.

safety pins are the materials necessary. In addition, include scissors and some glue or pitch.

The drawings show the various designs that can be used. The outline of the animal is drawn upon the bark, leather or felt and then cut out with the scissors. Two holes are punched in the middle, one above the other and a small safety pin is inserted. A half walnut, hickory or butternut shell is then dipped into glue or pitch and held down firmly upon the bark or other material until it adheres. To fasten the shell more securely, bore a few holes into the rim and sew it to the bark with a few stitches. It can be used as a lapel ornament or necklace by threading a looped thong through it.

Tortoise and Hare Race [5]—Crafts offer the opportunity of making simple games related to story telling.

The familiar Aesop fable of "The Tortoise and the Hare" is perhaps known to everyone. It relates how the hare, sure of his own speed, challenged the notoriously slow tortoise to a race.



The hare started off but was soon so far ahead that he decided to rest. It was a warm day and he dropped off to sleep. After a while, the tortoise came along and passed him but the hare slept on. Just as the sun was setting, the hare awoke and ran as fast as he could, only to discover that the tortoise had crossed the finish line long before. Thus, the slow and steady often win the race.

Both the hare and tortoise are cut from cardboard and strung with cords. In racing, one end of the cord is fastened to a stake or other object, while the other end is held in the contestant's hand. The string is slanted a bit and vibrated to move the animals. It makes quite an exciting party game as well as a craft opportunity.

[5] Reprinted with permission from *Easy Crafts* by Ellsworth Jaeger. The Macmillan Company, New York 11. 1947. $2.25.

Free of Charge

The October, 1952 issue of *Family Circle* carried an excellent article giving instructions for simple clay work, "Clay Play," by Julia Hamlin Duncan, ceramics instructor at the Museum of Modern Art, New York City. Reprints have been made of this, by the Pemco Corporation, 5601 Eastern Avenue, Baltimore 24, and have been offered *free of charge* to RECREATION readers. In writing for a copy, therefore, be sure to mention where you saw this notice.

Scrap Materials

The *Dictionary of Discards* by Frank M. Rich is a handy, spiral bound, check list of scrap items and projects which can be made from them. A valuable addition to the craft leader's library. Published by Association Press, New York. 1952. $3.50.

Children's "Collecting" Hobbies

National Collectors Week, April 8-15

A TWO-YEAR SURVEY of 8,414 children's hobby clubs, recently completed by the American Hobby Federation, indicates that the collecting of seals and labels, not even in the top ten in the last survey, now ranks first, displacing stamp collecting, now in sixth place. A seal label collection consists of hundreds obtained from household items such as foods, cosmetics, clothing, and so on. They cost nothing.

One collector was surprised to find that an old label from a Lydia Pinkham bottle could be sold for one hundred dollars, but for the most part transactions do not involve the coin of the realm.

Nine of the favorite hobbies are the collecting of autographs, insects, match box covers, miniatures. Only making model planes, wood craft, painting, and photography rank near collecting in interest. One disquieting note is the prevalence of the listing of throwing rocks at trains as a delightful hobby!

Some of the recreation training specialists of the National Recreation Association, on the other hand, mention a current interest in the collecting of match box covers *with pictures* on them, rather than just printing, and the age-old interests in collecting nature specimens—bugs and butterflies, and marbles of unusual color and size. Frank Staples, association arts and crafts specialist adds, "In the field of crafts, most children do not consider this as a hobby, but as an activity. It becomes a hobby later in life as an outgrowth of interest and activity in this field in childhood." Anne Livingston calls attention to the collecting of dolls —with emphasis on clothes, coins, cowboy equipment, records, photographs of movie stars, plus autographs and shells.

In regard to the latter, the *National Geographic Magazine* for last July carried an article by Rutherford Platt, "Shells Take You Over World Horizons," on shell collecting as a new hobby.

Why not follow through on some of these interests and help the youngsters to establish hobby groups as a part of your playground program? A letter from the American Hobby Federation says, "Since we published the results of the Federation's study of children's hobby preferences, we have been deluged with letters from educators, parents, directors of churches, community centers, children's clubs, home economists, asking questions pertaining to the new number one hobby, collecting

seals and labels. In an effort to answer all of these questions, we have written a special bulletin which we are offering free to the public providing they send a self-addressed stamped envelope to us."

The following suggestions are reprinted from this bulletin:

How to Remove Labels from Packages—This should be done with care. Starting at one corner, gently pull the label. If it is stuck and you may tear it, start at another corner. Use just enough warm water to dampen it and pull gently. It will then come off in perfect condition. Just take your time. Labels on bottles can be removed only by using warm water. Dye in most labels will not run. After removing, paste label in your book, using rubber cement, so that later you can remove the label from the page if you wish. White paste is also satisfactory. Packages and bottles are not the only source of labels. Hotels, airlines, steamship and bus lines, vacation resorts, cities, states will often supply labels if you will write or ask for them.

How to Start a Collection

Starting a seal and label collection is easy and fun. Just look around the house for packages. On most packages will be found at least one label. In a very short time a youngster will have a few of them. On the average, thirty packages of various kinds are brought into the home every week by Mother and Dad. Candy boxes, fruit cake, cosmetics, medicine bottles are a few of the sources for embossed metallic-foil seals. Youngster should paste in his book only one label of a kind as part of his collection. Rule for exchange depends on how scarce a particular label is or how badly the collector needs it. Collector swapping value depends on the individual collector and his individual needs. One 1945 label may be worth six 1950 labels. Metallic-foil seals are more valuable because there are fewer of these than of die-cut labels. Rate of exchange for one 1952 seal might be two or three 1952 labels.

First club meeting is an important one. Be sure to have some interesting seals and labels to show youngsters, tell where and how to get seals and labels, how to paste them into books and cards, how to classify them in categories. Send self-addressed stamped envelope to American Hobby Federation, 12 East 41st Street, New York 17, New York, for seals and labels. We have a limited number to distribute free. Plan to have an exhibit as soon as possible. Exhibits are the greatest way to keep collectors' enthusiasm high. Plan to exhibit at least once a month. Encourage youngsters to bring in their collections to each meeting. They like to show what they have collected, others like to see them. Have swap meetings.

Youngsters like this hobby primarily because it is fun. But it has many educational features, history and geography among them, which accounts for its approval by parents and educators.

Indoor Garden

M. O. Hyde

National Gardening Week, April 16-23

THE WAY your indoor garden grows will depend largely on the kind of soil you use. If you live in the city, you can buy small bags of soil, sand, and humus from your florist or department store. If you dig soil from outdoors use some from the woods or from a garden where healthy plants are growing. Buy sand such as builders use for concrete. Seashore sand should not be used because it would be too salty for most plants.

To make good soil for indoor gardens use one part soil, one part humus, which is decayed leaves, and one part sand. The humus and sand help to break up any clay which is in the soil so that air can get into it and water can drain properly.

Before putting soil into a pot or box, lay some broken pieces of flower pot or some pebbles in the bottom. If possible, put a layer of charcoal over this, then add soil to within a half inch of the top.

Choose a sunny window sill for your indoor garden. Keep the soil moist but not soaking wet. If the soil cakes, pry it loose gently with a fork, being careful not to hurt the growing plant.

Wash the leaves of your plants once a week by sprinkling water on them. This indoor rain will dust the leaves so that they can grow better.

Butter Box Gardens

Materials: Butter boxes about 5 inches by 2½ inches by 2½ inches or any heavily waxed cartons that will hold about 2 inches of soil; adhesive tape; seeds from lemon, grapefruit, orange, corn, beans, peas, or watermelon; soil and sand, humus and pebbles as described above.

Directions: To prepare butter boxes cut away the top of the boxes and tape the corners with adhesive tape. If you

wish to make them more attractive; cover them with aluminum foil. Punch holes in the bottoms of the boxes and place them on flat plates.

Fill the boxes as directed above. Select the seeds you wish to plant and soak four of each kind in water for about twelve hours. Plant them using a different box for each variety of seed. When the plants are two inches high pull out the weakest ones, so that there will be room for one healthy plant to grow.

Sweet Potato Vine

Material: Sweet potato (ask your grocer for one that has not been coated with preservative to keep it from sprouting), jar to fit potato so that only lower end is in water, or larger jar and toothpicks.

Directions: Fill a jar with water and place a fresh sweet potato in it with the narrow end down. Only the lower half should be in the water. If your jar is not small enough to support the potato, stick several toothpicks in the potato and let them rest on the edges of the jar. Put the sweet potato garden in a warm, dark place until the roots begin to grow. Keep water at the proper level at all times. Watch the garden daily to see if more water must be added.

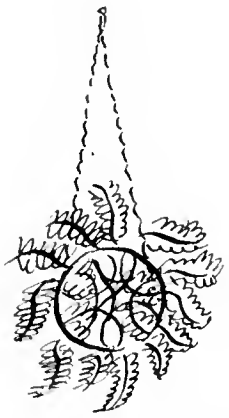
In about a week the stems will start. You will know that they are stems because they grow up instead of down. When this happens move the garden to a sunny place. A wall bracket is a good place for a sweet potato vine so that it can trail down to the window sill.

Fern Ball Or Sedum Ball

Materials: Creeping fern (Davallia bullato) from woods or florist, or stonecrops (Sedum) from garden or florist, loose moss, rotted leaves, thin wire.

Directions: Creeping fern is found in the deep woods forming a thick mat over a bare rock surface. Leaves are dark shining green and are delicately curved. They may be a foot long. Some people call this fern Squirrel's Foot. If you can't buy or find creeping fern, use stonecrops (Sedum).

Make a ball using soil in the center



and moss on the outside. Wrap thin wire around the ball in many directions to hold it together. Cover the ball with plants, tucking roots into the soil.

Hang this garden in a window and it will last many months. Keep it moist by soaking it twice a week in a pan of water.

Bird Seed Garden

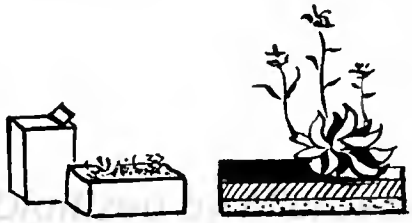
Materials: Cake pan or bowl, sponges of any kind, several packets of bird seed.

Directions: Dampen a sponge in a bowl or cake pan and sprinkle some bird seed from one package on it. Watch for different kinds of plants. Try other seeds from different packages on separate sponges. Count the number of different plants.

A Farm in a Dish

Materials: Large, low bowl or dish, sand, charcoal, soil, stones, toothpicks, glue, moss, evergreen sprig, toy cows or horses, aluminum foil, bean or cress seeds.

Directions: Put a one-inch layer of sand in the bottom of a bowl, add a layer of charcoal, then add a three-inch layer of soil. Make rolling hills with soil and cover them with a lawn of moss. In one corner of the dish push the soil away and insert a cup made from aluminum foil. This can be filled with water to make a pond that can be edged with stones. In another corner plant an evergreen sprig to serve as a tree. Place small plastic animals in the field to graze beneath the tree. Fence them in with toothpicks stuck in the soil to look like a picket fence. Glue toothpicks across the fence to give it extra support. Plant a little field of cress or bean seeds.



A Garden From the Woods

Materials: Sand, charcoal, soil from woods, plants from woods, flat cake pan.

Directions: Gather soil and a green carpet of moss from the woods. Dig up some small woodland plants and lay them in a box with some of the soil that was around their roots. Prepare a cake pan for your woodland garden with sand, charcoal, and soil as you did for your farm in a dish. Arrange the woodland plants and keep moist. Now you have a piece of woods growing on your window sill. You may be surprised to find new plants growing from seeds that were hidden in the soil.

Chemical Garden

Materials: Salt, laundry blueing. Mercurochrome, ammonia, saucer, small pieces of brick or coke.

Directions: Put bricks or small pieces of coke in a saucer. In a small bowl mix together four tablespoons of salt, the same amount of water and laundry blueing, plus one of ammonia. Add a few drops of Mercurochrome. Pour this mixture over the bricks or coke. Place the saucer on a window sill where it will not be moved. Don't water it, just watch.

Morning-Glory Vine

Materials: 2-inch flower pot, 6-inch flower pot, sand, soil, humus, morning glory seeds.

Directions: Scratch the hard coats of five morning-glory seeds with a file and soak them overnight in water. Plant them in a small pot near the surface. Move the healthiest one to a larger pot when it is a month old.

Reprinted from the *McCall's Children's Annual*, Volume 1, Pg. 160. $1.00.

A Sport for All Ages

National Sports Week, April 24-30

ONE OF the nation's number one participation sports, roller skating, with 17,000,000 avid followers annually, has grown to this figure in the last ten years. At one time, the rink operator was looked upon as someone living a fading hope; but suddenly things began to happen. All at once the rinks weren't large enough for the many people who wanted to roller skate.

Today there are 4,000 rinks flourishing in the United States, and many others are under construction. Many interesting ideas are being incorporated into the new roller rinks. In Watertown, South Dakota, for instance, a rink that looks like a huge doughnut from the air recently opened to the public. It has underground passages to the street, along which can be found rest rooms, skate rooms, soda bars, and offices. The rink floor itself is entirely devoid of obstacles, and the cut-out in the center keeps collision accidents to a minimum.

In Belleville, Kansas, a 50 by 120 foot rink has been built by thirty of the most prominent citizens. The Champaign, Illinois, rink occupies the second floor of a department store. In Jacksonville, Florida, where building costs are almost prohibitive for many private industries, a new rink was built covering 17,000 square feet of space.

One of the advantages of this activity is that it isn't restricted to teen-agers alone. It can be enjoyed by octogenarians, such as Pop Carter, eighty-two-year-old exhibition skater, or to small fry such as seventeen-month-old Jackie Bays, of White Plains, New York, who skated almost before she could walk. Roller skating has also proved invaluable in therapeutic treatment.

Seven out of ten people in the United States have roller skated at one time or another. This means that 100,000,000 people in the United States can balance on rollers.

The dance is most popular form of rink skating. Waltz, fox-trot, two-step, and the tango are the most popular of the dances. Speed skating is considered a lost art, and the rinks go in for a more graceful form—dance and figure skating.

New York City Amateur Roller Racing Championships are held on the Mall in Central Park every October, sponsored by the *New York Journal American* and the New York Department of Parks. These are the climax of a city-wide competition for boys and girls.

Speaking of Sports

"There will be need of sports for the habits of the soul even at six years of age." —PLATO

"Roller skating has grown up! Once referred to as a child's game, the sport has acquired new life and glamour during the past decade and now ranks as a leading sport in this country. Millions of Americans, old and young, are enjoying this revival. They are skating regularly—but it is not the sport Grandfather knew."

—BOB MARTIN
in *Roller Skating*

"While it is more fun to win than to lose, more fun to play well, to make shots and strokes correctly than in bad form—it really is not vital whether we win, nor is it really important to play well. It is only important to play."

—JOHN R. TUNIS in *Sports for Fun*

"Boyhood's habit and love of games tends to persist through life and directly to enrich social relations, while relieving duty's routine. From such games we may carry a sense of value not only of sportiveness but of a richer quality that does much to mellow and dignify the inevitable rivalries of life. For this quality we have no abstract noun but we know pretty well what we mean in saying 'he plays the game.'"

—PERCY HUGHES

"Joy in physical recreation may be a compound of many elements, including pleasure in the actual activity, relaxation and change, pleasant surroundings, companionship, anticipation and memory. There is satisfaction in doing well some physical thing."

—DR. DUDLEY B. REED
in *Keep Fit and Like It*

Digitized by the Internet

Substitutions in Arts and Crafts

Oscar G. Holt

As a general rule substitution is frowned upon in the best circles, but on the playgrounds with low budgets it is a commendable trait.

The twin cities of Auburn and Lewiston, Maine, which are separated by only a river, each with seven playgrounds, were allowed but a part-time supervisor of arts and crafts. It was convenient for one man to service both recreation departments providing he divided his time equally. Auburn's seven playgrounds serviced 1,002 children from a population of 23,137; while Lewiston, with the same number of playgrounds had a population of 43,000 with 1,900 children registered. My problem was to supply tools and materials to keep them busy with but a few dollars allowed for arts and crafts; so it was very evident that substitution was a very necessary requirement.

We made our own finger paints from the very fine formula given in the National Recreation Association's *Summer Playground Notebook*, 1951 issue, but found that finger paint paper was too expensive. We then tried out a number of cheaper papers and discovered that a certain grade of "butcher's paper" had the right glossy surface and worked to perfection although it was a light cream color instead of white. With this we could supply hundreds for less money than the regular paper would supply dozens.

Another substitute was a gesso formula which was no cheaper but a lot easier for the playground leader and as satisfactory in the long run. Instead of mixing a gesso with whiting, glue, and so on, we used *Tide* detergent soap powder (one cup) with a half cup of *Zippy* plastic starch—whipped it well with an egg beater and then covered jelly glasses, tin cans and cardboard plates (the papyrus type is best). We also cut circles from cardboard cartons and covered these to make coasters and wall placques. After this mixture dries, it is hard and can be colored with water colors or poster paints and shellacked. When making doll furniture use this mixture on the kitchen and bathroom pieces to simulate white enamel furniture.

We found that sawdust and flour modeling mixture was just a "plaything," but by substituting wall paper paste for the flour we had a mixture that, when well dried, could be sawed, drilled, whittled, painted and shellacked. This mixture could be used to fashion articles that were permanent and could actually be used. A favorite was the modeling of ashtrays. After sandpapering, coloring and finishing with a good spar or plastic varnish they will give fine service in the home. Wall paper paste is less expensive than flour these days too.

In the old days when we wanted small pieces of thin plywood, cigar boxes were just the thing, but today most cigar boxes are made of paper. However, by using fine-toothed coping saws or the regular jeweler's saws this heavy paper can be used for puzzles and other small cutouts, providing the furry edge is removed with a very fine sandpaper. After painting with poster paints, two coats of shellac should be used.

Another problem on all playgrounds was that of checkers. We made checkerboards from heavy carton stock, painted the squares with poster paint and then applied a coat of shellac. A local shoe shop furnished scrap sole leather which we cut, with a one inch punch, into circles and dipped these in red and black lacquer. Checkers made in this manner are as hard as wooden ones and will not break. Thus we had thousands of checkers for the price of a punch and two cans of lacquer.

We finished our season with a musical pageant, "Children of America," and the supervisor in charge called upon the arts and crafts department for props. One request was for a covered wagon. It had to be rubber tired, because of the ball field on which we were using it, and it had to roll easily because a dozen "Indians" ten to fourteen years old had to wheel it in loaded with a dozen youngsters. Just try to find horse drawn vehicles in this motorized age! Even Maine farmers use tractors and power machinery nowadays. The *only* thing we could find that met the above requirement was a manure spreader—so that was our substitute covered wagon.

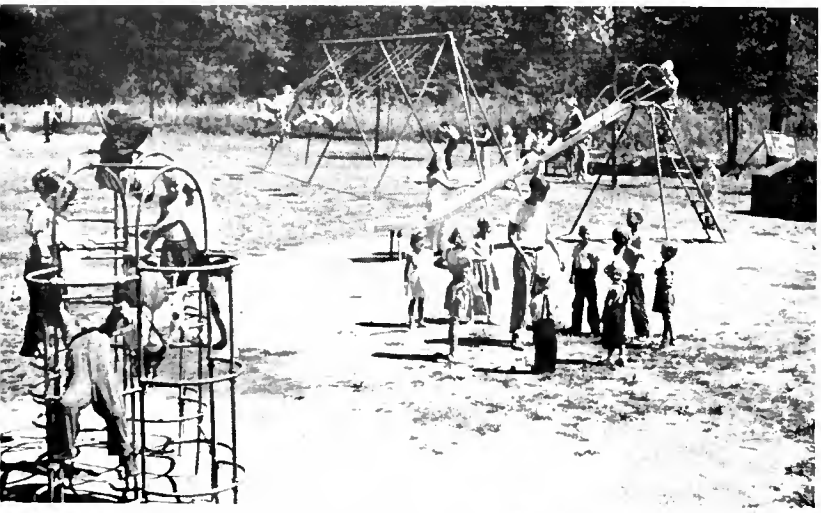
We fixed it up with a canvas top, arrows from the archery group sticking from the sides, and with a large (water) barrel lashed to the rear, to hide the spreading gear, it made an excellent prop.

Yes, when it comes to stretching just so many dollars over so many weeks to keep so many children busy, substitution becomes a virtue.

Mr. Oscar G. Holt *is the director of arts and crafts in the Recreation and Parks Department of Auburn, Maine.*

Digitized by Microsoft

The good sportsmanship learned in team play prepares player for social membership, builds citizens of the future. Game in Memphis, Tennessee.



There is joy in swinging and climbing. These activities develop self-confidence as well as muscles. Above, Robinwood Totlot, Detroit, Michigan.

Pla

and our playgrou

Joseph Lee states that play is t
into the end he seeks. What is the

"The ideal ends that play pres
for which men and women in all ag
creation, rhythm; nurture, curiosi
sources of our ideals."

Curiosity leads to an interest in living things, and in the fostering of nature activities which can carry over into later years. Children in a day camp at Wichita, Kansas, engrossed in watching a turtle walk.

Construction of something from sand marks
in life. The creative impulse is born. Seri
ers at their work on a playground in Chicag

Acquaintance with animals molds the instincts of care and service, awakens responsibility. Young miss proudly displays novel pet in Austin, Texas.

Imagination is the budding of new life; and all children go through the Big Injun age. Indian Chief Whirling Thunder and his tribe, Chicago.

Rhythm and dancing go hand in hand, as on this Charleston, West Virginia, playground. Rhythm is an important enlargement of the child's world.

Growth

g grounds—for ideals.

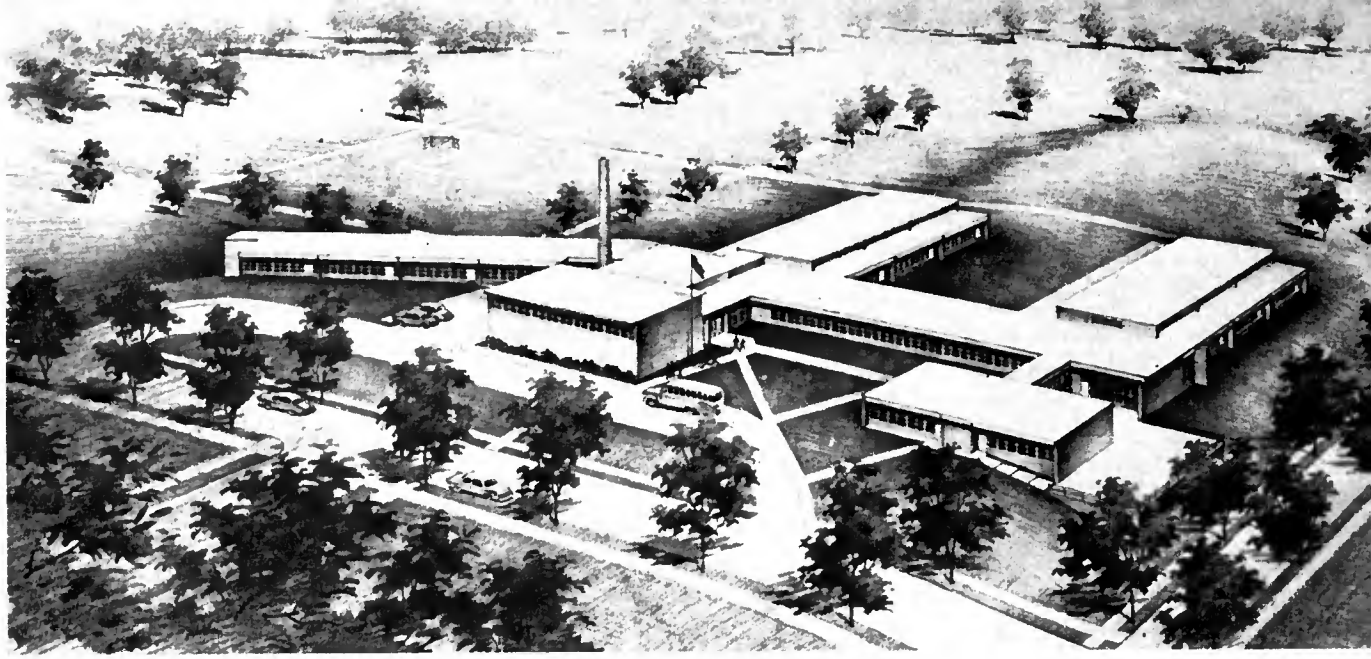
ıls. He says, "A child playing is absorbed
end?

als that dominate our later life, the ends
d and been praised for doing so. Building,
ting, citizenship,—these are the abiding

nning and dodging games concentrate on results. e thing is to get away. This illustrates the purseful character of play. Los Angeles, California.

Give creative opportunity to your children, and elbow room. The things men make are started in this form of childhood play. Craft group in Mooresville, North Carolina, learning block printing with felt.

One has to fight for himself. A hard game, well fought, toughens the fibre of the player. Box hockey at a playground in Memphis, Tennessee.



School-City Cooperation

In the Planning of Recreation Areas and Facilities

PART I

THE GROWTH of cooperative action on the part of school and municipal authorities in the acquisition, planning, construction and maintenance of areas and facilities designed for school and community recreation use is a striking and significant development in recent years. The removal of real and imaginary obstacles that for many years deterred such cooperation and the resolution of jurisdictional differences between school and city authorities represent a drastic and desirable advance in relationships and practice.

As Mr. Malcolm Kirkpatrick has pointed out, "Traditionally our school, park and playground sites have been purchased, developed and operated separately—and with little or no coordination. . . . This procedure has been an extravagant duplication." [1] A study of the relationship of city planning to school plant planning, [2] involving an analysis of one hundred city plans published between 1905 and 1933, moreover, revealed that such cooperative planning received little consideration during this period. It indicated that general volumes on city planning were but little concerned with schools or school plant planning, and that twenty-one of the one hundred city plans studied failed to include any mention of schools. Ten of twenty-five books on city planning made no mention of schools and only five of sixty-five school building surveys showed cooperation between school and city planning authorities.

Failure to provide adequately for community use in planning new school buildings, or to give recreation authorities responsible for such use an opportunity to review school plans, has proved a serious handicap to recreation programs. "Buildings not planned for recreational use" was the only difficulty threatening cooperative use that was frequently reported in a 1950 study of school center operation in 105 cities. [3] Recent steps to correct this difficulty, therefore, promise more satisfactory and effective use of schools for community recreation in the years ahead.

Cooperative action follows no uniform pattern, but has been achieved in various ways. Formal agreements endorsing the general principle of co-

MR. BUTLER *is director, Research Department, National Recreation Ass'n.*

[1] "The Park-School as a Functional Facility," RECREATION, October 1951.

[2] *The Relationship of City Planning to School Plant Planning* by Russell A. Hoby, Bureau of Publications, Teachers College, New York. 1935.

[3] *The Use of Schools for Recreation*, National Recreation Association. 1950.

ude Armatage Elementary School and joining park. City plans include the cerative use of properties such as these.

operation in the acquisition and improvement of properties have been reached by school and city authorities in several cities. In others such agreements have related only to specific properties. Officially appointed coordinating committees in some cities review all proposals for new areas and facilities, and recommend to the respective authorities procedure that will bring maximum benefit to all. Informal arrangements whereby school and recreation area plans are reviewed regularly and in their early stages by recreation or school personnel, joint employment of a landscape architect by the two departments and agreements for leasing school properties to the park department for development are other methods adopted for facilitating cooperative action. The following examples of cooperation point the way to methods of achieving joint planning and action in other cities.

Grand Rapids, Michigan

The desire to construct school buildings that would serve as recreation centers for community groups presented financial and administrative difficulties to the school and city authorities in Grand Rapids, as elsewhere. These difficulties have been overcome however, and a valid set of agreements have been reached which are yielding beneficial results. They are described by the superintendent of parks as follows: [4]

A specific plan of development is being prepared by the city for each school-recreation area, showing the exact layout and design of the area clearly defining the "school area" and "city area." "School area" is the site where the school building is placed, and such developed areas as will principally be used for school purposes. Its extent is determined by negotiations between the representatives of the city and the schools and is decided upon for each school. The "school area" generally contains the school building itself, the main approaches to the building, the hard-surfaced wet-weather play areas, the kindergarten play and apparatus area, a portion of the play and apparatus area for the older children, some play field sections, and landscape features.

The balance of the grounds is the "city area" and contains all the facilities and playfields which are principally used by children and adults during off-school hours and vacation. A clear and concise definition of these areas is very important since it involves the expenditures incurred by the board and the city. These dividing lines are on paper only and do not under any circumstances influence the overall design of the grounds, nor are they visible in any way.

The park-school agreement of the City of Grand Rapids states that the cost of development of the "school area" shall be the responsibility of the board of education and the cost of the development of the "city area" shall be borne by the city. It is evident by this arrangement that the board of education is paying for facilities which are beneficial mainly to the school itself, while the city pays for installations which mainly benefit the general public.

Ownership and Maintenance of Land

The ownership of land to be used for the park-school plan is divided into three categories, where:

1. The board owns all the land.
2. The city owns the land directly adjacent to land owned by the board, and the land owned by the board contains the "minimum area" at a suitable location. (A minimum area is five acres for an elementary school.)
3. The land upon which the program is to be conducted is owned by the city, or where the board owns adjacent land which does not contain the "minimum area."

Where category 1 exists, the school board leases to the city for a consideration of $1.00 per annum the amount of acreage over and above the five acres "minimum area." The reason for this is to prevent the criticism that the city is spending capital money on land to which it has no legal rights.

Under category 2, both parties retain ownership rights to their respective parcels.

Under category 3, the city sells to the board sufficient land so it may obtain the "minimum area," the value of the land to be determined by an appraiser mutually agreed upon. These types of ownership seem to be fair and equitable and have so far not resulted in any disagreement. The boundary lines of these parcels, whether leased or owned, are not visible on the grounds and the previously mentioned "school area" and "city area" are not the same as the leased or owned lands.

Under the agreement the city repairs and maintains all areas outside of the building line with the exception of snow removal from school walks. The board of education compensates the city for the repair and upkeep of the areas and facilities located within the "school area." The amount is a predetermined sum paid annually and is based upon the estimated amount mutually agreed upon and may be changed from year to year.

The "school area" is under the control of the board of education during the hours the school is in session. During all other hours, control of the area is under the city.

This agreement, including the leases, is to endure for a twenty-year period unless changes in the city charter make it impossible, either for the board, or the city, to incur obligations over so long a period, in which case it is to endure over such a period as is legally permissible.

Joint Planning of School Buildings

Under an increased tax levy, the board of education in Grand Rapids intends to build eighteen new schools, practically all of which will be park-schools and several existing schools will likewise be converted to the extent that this is possible. The architects work in very close cooperation with the

George Butler

[4] "The Park-School System in Grand Rapids, Michigan" by Frederick C. See, *Parks and Recreation*, November 1952.

design office of the park department and the buildings are so designed that they will serve their dual purpose to the greatest advantage.

The location of the structure on the site is so planned that the maximum use of playground and recreation facilities is obtained. The layout of the school is so designed that toilet facilities, arts and crafts rooms, play leaders' rooms, park storage rooms and so forth are directly accessible from the outside and in proper relation to the projected recreational facilities. These special considerations add very little to the cost of new structures, but pay enormous dividends in the proper operation of the park-school.

New York City avoids duplication and offers increased recreation opportunities at decreased per capita cost. Above, park playground at P.S. 20, Queens.

Minneapolis, Minnesota

Several examples of cooperation between school and park authorities have been recorded in Minneapolis in recent years. In 1941, for example, the board of education prepared a plan for an athletic field for the new Southwest High School, utilizing its block of land to the east of Pershing Field, a city park, together with the intervening street, and also a small strip at the east end of Pershing Field. This plan was agreed to by the park board which entered into an agreement with the board of education providing for the joint use of the athletic field and the facilities of Pershing Field. The school board maintains the athletic field and the park board maintains Pershing Field, and each party grants to the other the free use of its facilities so long as that use does not conflict with the program use of each of the parties.

In 1948 the two boards conferred with respect to plans for the cooperative development and use of adjoining school and park properties. A special committee appointed to study the proposal, which involved improvement of a small park, closing a street between the park and the school and the redesigning of the school playground recommended a plan [5] which included the following:

"The Board of Park Commissioners shall assume the cost of construction of all park areas plus school property between the center line of vacated Sixteenth Street and the cross-walk along the south side of the school building.

"The Board of Education shall assume the cost of construction of the area north of the above-mentioned cross-walk. This will consist of hard-surfacing the playground on the Portland Avenue side of the Madison School site.

"In order to facilitate the development of the unit, it is deemed advisable that the above should be constructed concurrently.

"The Board of Park Commissioners shall maintain the area as constructed by them, and the Board of Education shall likewise maintain the area developed by them under this particular agreement.

"As operation of this unit will be a continually changing factor, it is deemed advisable that this matter be determined by the executive staffs or their representatives."

Even more significant was the following resolution which was adopted in 1948 as setting forth a policy assuring cooperation between the two boards on future projects:

"WHEREAS, The Board of Education and the Board of Park Commissioners of the City of Minneapolis are both public bodies with different spheres of public service and separately govern their properties, and

WHEREAS, The accomplishment of such joint undertaking requires the concurrent adoption of a policy by each Board which would direct the staff of their department in their efforts to develop and operate such integrated units.

NOW, therefore, be it concurrently *Resolved*, That the following statement of policy shall govern the actions of the two departments in the execution of their plan of cooperation for joint planning and separate use of combined properties as follows:

> That the combined facilities are a single community asset, the operation of which should be so conducted as to provide maximum community benefits which can be derived through such joint use. The facilities are to be operated jointly or separately, in whole or in part, in accordance with details as agreed upon by the executive staffs or their representatives, keeping in mind that the foremost function of such operation would be the expenditure of available public funds in such a way as to provide the greatest service to the community." [6]

The latest example of the results of such cooperation is in the construction

[5] Board of Park Commissioners, Minutes of Regular Meeting, October 20, 1948.

[6] Board of Park Commissioners, Minutes of Regular Meeting, October 20, 1948.

of the Maude Armatage Public Elementary School, named in honor of a woman who served on the park board for thirty years and who was long an advocate of joint park-school planning. The school is the result of cooperative planning on the part of the park board, the board of education and community groups. The building occupies about four acres of a twenty-two acre site; the remainder is being developed by the park board as an all-year recreation area for use by all ages. The school provides a center for activities for all of the citizens the year round. The library, which is a part of the city's library system, the gymnasium and the 150-seat auditorium are located near the front entrance and parking area so meetings and programs can conceivably be held during school hours. The focal point of the school as a community center, however, is a series of community rooms at ground level under a classroom wing. Because this section can be shut off from the rest of the school, community groups can hold their programs while school is in session as well as after school. One large storeroom, which opens onto the playgrounds on the lower level, has been reserved for park board equipment. (See illustration.)

New York City, New York

For many years in New York City, the board of education provided its own school playgrounds, while in the same general neighborhood the park department operated children's play areas. Some ten years ago, however, the two departments agreed on a plan which would eliminate duplication and give greater recreational opportunities for both the schools and the community at a decreased per capita cost. Owing to the savings effected, it was possible, in many cases, to provide much larger playgrounds attached to the schools than would have been possible had each department developed independent playgrounds.

In general, the pattern has been for the board of education to acquire the land and for the park department to develop it and provide for its maintenance. The planning is done by the park department in close cooperation with the board of education so that the school program of health education and recreation may be carried out during school hours.

Each playground usually has a small fenced-off area, called a "Mothers' and Babies' Playground," which is not used by the schools, but is operated under park department leadership. All other parts of the playground are reserved during school hours for the exclusive use of the school. After school hours and on Saturdays and holidays and during vacation periods, the playground is open to the general public.

The selection of locations for such jointly-operated playgrounds is made by agreement between the two departments. The park department studies the board of education building program to determine which projects will afford opportunities to provide playgrounds that will not duplicate present facilities. The board of education then approves the joint operation described above.

There is no question that this plan has substantially increased the playground facilities of the city, both for the children in the schools and for the community at large. It is being accomplished economically by avoiding duplication and by obtaining greater utilization of areas and facilities. Playgrounds serving both school and city have been completed at thirty-nine schools and a still larger program is contemplated for the future. (See illustration.)

Austin, Texas

The public school system and the recreation department have long cooperated in the use of facilities, but this relationship was crystallized in 1950 by the adoption of the following resolution by the city council and the board of education:

"WHEREAS, it is the purpose and policy of the City of Austin through the Recreation Department to develop, operate and maintain community recreation facilities;

WHEREAS, it is the policy of the Austin Public Schools to develop, construct, maintain, and operate school plants offering facilities for community use;

WHEREAS, it is recognized, both by educational and recreational agencies through the country, that the development of school plants and recreational areas for joint use is a sound practice;

WHEREAS, the City Plan Commission firmly believes in the policy of establishing neighborhood playgrounds adjacent to public school sites;

WHEREAS, certain school facilities are now in use by the Recreation Department;

WHEREAS, recreation and education are closely parallel in many purposes, objectives, and programs;

WHEREAS, the practice of establishing school plants and neighborhood playgrounds for joint use will effect a direct saving to the citizens of Austin;

Therefore be it *Resolved*, That in the interest of better service and greater economy to the community, a joint committee of the staff personnel between the City of Austin and the Austin Public Schools be appointed and authorized to study ways and means, develop and recommend plans and policies for the establishment of school and recreational facilities and sites for joint use."[7]

Since the adoption of the preceding resolution, the schools and the city have been buying property for joint development as elementary schools and playgrounds. Four areas have already been purchased and four others are in the process of being acquired. A detailed statement of policy agreements to implement the resolution has been prepared and is being studied by the local authorities.

[7] From study "Planning Ahead for Recreation in Austin" prepared for the Parks and Recreation Board by Beverly S. Sheffield, Director of Recreation, Austin, Texas.

This article will be continued in the May 1953 issue of RECREATION.

This interesting question is answered by comments from outstanding leaders in the recreation leadership training field.

Are We Meeting the NEW

Harvey E.

The Question

The happy moment arrived for Jack Jones, recreation major, "A" student, new candidate for teaching. He stepped briskly up to the front door of the elementary school where he had been summoned to his first assignment.

Right behind him a large bus drove in to the school yard and one by one each child got out. Jack paled. He was surprised. He did not expect to see this.

One little girl was being lifted off the steps by the bus driver. He handed her two little crutches which she thrust expertly under her arms. She hobbled off in rapid rhythm. The next child was placed in a wheel chair. Two seconds later she was right behind her friend with the crutches. Other children followed—this one with a brace, that one with his cane. They hobbled and limped, and made their way to the hallway—chatting and laughing, as would any group of children, anywhere.

Jack proceeded down the hallway. Hardly was he introduced to the principal, before he explained that he had no knowledge whatsoever about handicapped children. The principal pleaded with him.

"Please stay. These children need so much help," she said. "We have waited so long to get someone assigned especially to us. We are in desperate need of a recreation program and our classroom teachers and therapists are already loaded with a more than full schedule."

Jack wanted to help. The challenge was great. The need intense. With the assistance of a dictionary (to learn the names of the most common disabilities in a children's atypical program), outside professional guidance, night reading, consultation, and just plain sweat, he proceeded.

If there are to be any constructive suggestions to better meet this situation and many others, in our nation today, those of us who are serving on the physical education staffs of college faculties must turn our critical eyes upon our institutions of teacher training. What is happening, at the professional level, to provide the training and experience necessary to prepare our young candidates to serve in these capacities with adequacy?

The job of recreation leadership has grown with the need in the communities. If we are sincere in our aim to provide recreation adapted to every age and every capacity, we are including in that concept every child, whether he is physically capable and in complete control of his physical functions or only partially capable of physical movement.

What is the record in our professional training programs? How many curricula include recreation courses for the handicapped—training experience with the handicapped—play programs especially designed for the disabled—sports adapted for the special situation—practical teaching and leadership in special schools, special playgrounds and special programs for child and adult rehabilitation?

The fact that the demand for attention to the disabled is ever growing nationally is brought to our awareness by the continual national drives for polio—cerebral palsy—rheumatic fever—a few in the field of disabilities plaguing our population today.

To deal with these disabilities one has to understand them. No intelligent teaching-guidance of any kind, whether on the intellectual or emotional basis, can be effective if the recreation leader is totally ignorant of the disability with which he is dealing. What can he expect of that child, what are the goals to be aimed for, what progress, if any, what motivation, and so on?

In this era of high specialization, we expect our worker on any professional level, whether it is medical, mechanical, or economical, to have the particular knowledge and special skills in the specific area in which he is called upon to do a job. The field of recreation can meet this challenge as well as the other professions, if it is aware of the need.

In one large city center today we could place, immediately, over one dozen recreation trained majors with a special knowledge of recreation in rehabilitation and corrective procedures

MISS LOEWENDAHL *is associate professor in the Department of Physical Education, and* DR. BILLIG *is professor of physical rehabilitation, at Pepperdine College, Los Angeles, California.*

hallenge?

d Evelyn Loewendahl

for growing youth—if we had candidates with the specific training. Until that moment arrives we are assigning "Jacks" to do the job. We salute Jack for his courage and ingenuity, but we appeal to the colleges and universities to give a better break to the children.

Our appeal is to centers of learning to think in terms of progressive needs of the community—to become flexible enough to include and add the necessary courses to better prepare our recreation leaders to meet all situations in their specialty.

The need for recreation in the rehabilitation field is not only present on the growth and development level of childhood but on the adult level as well, with the increase of injury resulting from accident and war. If ever a need was plain, it is this one. Are we going to meet it?

There is a tendency on the part of agencies, schools, and institutions where recreation is a secondary function to create recreation positions and then fill them with unqualified people. The difficulty in part is often due to the lack of understanding of qualifications for recreation specialists and the agency's failure to define the positions adequately.

It is good to have such questions raised; and the authors have been successful in creating considerable discussion. If it results in more initiative on the part of colleges in surveying their geographical sections for the job possibilities in all areas, specialized and general; and, if the employing agencies will assume more of their rightful responsibility for making their needs known, and establishing cooperative relationships with the colleges, there will come many mutual benefits.—W. C. SUTHERLAND, NRA.

Answers

Recreation Training Experts Offer Comments

• It is a valid assumption that publicly supported recreation programs should be planned and conducted to meet the needs and interests of *all* of the people; and in this respect the major point of the authors of "Are We Meeting the Newer Challenge?" is well taken. Yet it does not follow that such programs and their leaders should, or can be expected to, meet *all* of the interests and needs of *all* of the people *all* of the time. One would hope, nevertheless, that the needs and interests of the "exceptional" child, would receive careful and continuous attention by public agencies responsible for recreation and education.

Although the authors do not mention it, the case which they make for helping the physically handicapped should apply equally to the child whose "exceptional" status grows out of mental maladjustment, and there are many of the latter.

As far as public recreation programs are concerned, it could be, and often is, argued that there is much to be gained in not isolating the exceptional child from the remainder of the group —something which is not uncommon in the process of trying to give special attention to the handicapped youngster. This is not to deny, however, the feasibility and wisdom of leaders being able to recognize and understand the special problems involved.

Without question, experience shows that recreation for the ill, injured and disabled, cannot be successfully accomplished in the absence of the leader having at least a reasonable amount of knowledge of the participant's needs and capabilities, as well as of his interests. This information, coupled with a basic knowledge of the physical and psychological factors involved, together with certain skills related to rehabilitation, are what make it possible for the leader to work successfully with the folks he hopes to help return to normal living.

The major question—which the authors leave unanswered—is how recreation leaders who are expected to serve the *entire* community may receive this specialized training in view of the preparation which is required just to make them recreation leaders. Maybe this is an appropriate subject for another article!

CHARLES K. BRIGHTBILL, *Professor of Recreation, University of Illinois.*

• The article "Are We Meeting the Newer Challenge?" is of special interest to those of us who are in the training field.

Though it indicates that there is a great need for persons trained and qualified to work with handicapped people, I question whether the training centers have been made aware of this need. We have provided one full time recreation director for a camp for cardiac children, and two summer directors for a camp for cripped children. We have had no other requests for such leadership.

To receive training for this specific area of work requires special courses in addition to the regular recreation curriculum, plus an internship in which the trainee works with the type of handicapped people he will be expected to work with while employed. I say "type" because one cannot group all handicapped people into one category. Each type needs special training and understanding. This area of recreation leadership appeals to only a very limited number of students. Departments of recreation in our universities find difficulty in justifying the offering of a course for so few students. Several of our regular recreation courses should prove valuable to persons who plan to enter this area of leadership, but they do not provide all of the training necessary for such leadership. Perhaps the demand for these leaders may cause some university to specialize in this area. Among the students being trained in hospital recreation by some of our universities, there may be some students fairly well trained for work with handicapped people.

The authors of the article imply that the principal of the school employed the recreation leader without first informing him that he would be expected to work with handicapped children. I cannot imagine any qualified school principal employing anyone on this basis. It would be very unfair to the leader. The authors refer to college physical education departments as the potential training centers for training recreation leaders; whereas it is the function of the recreation staff of the university, and not the physical education staff, to train persons for the recreation profession. In their reference to program, they stress the adapted sports program. Recreation for any group should not be limited to sports,

but should be much broader. Crafts, art, music, hobbies, drama, nature interests, table games and other such activities are all recreation interests.

The authors are to be commended for bringing this challenge to us in the training field. It indicates that we have only scratched the surface in our interpretation of recreation to the public, and in providing training for all recreation situations.

GARRETT G. EPPLEY, *Chairman, Department of Recreation, Indiana University.*

● In the first place, I feel that there are two separate problems presented in this article: (1) recreation education and (2) recreation opportunities for the handicapped.

Concerning the first problem, we have done little for all people. Education for leisure-time activities on every level of education from elementary school to college has been a haphazard undertaking, which, if we can judge from the number of people who participate only by being spectators, has failed completely. From the standpoint of training, the college can train any number of people to do recreation education in the schools, but at this time, schools do not yet recognize that there is a need for such a person. This phase of education generally is completely unorganized. At the present time, suggestions for organizations are tentative primarily because the necessary research and experimental plans have not been developed widely enough to give validity to any one method.

Considering this lack in the general recreation education field it seems completely unrealistic to expect the specialized field of recreation education for the handicapped to receive particular attention.

The one bright spot in this regard, I think, may be found in the private voluntary agencies that are undertaking work of this kind. In these agencies for the blind, the deaf, the crippled, those with cerebral palsy or diabetes, special programs have been developed to help these people to live with their handicaps. However, much of the philosophy behind these programs is directed toward helping the handicapped to take their place in normal community living. This leads to the second problem presented in this article namely, recreation opportunities for the handicapped.

Over-all, my philosophy is that handicapped persons will lead more satisfactory lives if they can feel themselves part of the whole community rather than appendages attached thereto. To this end, I believe that our whole aim in any rehabilitation program for a person who has been disabled is to help him to find the activities, recreational and otherwise, in which he can participate with others. Psychologically, one of the greatest difficultes in working with the handicapped is their desire to withdraw from the world in order to hide their handicaps. Helping them to overcome this attitude is one of the most difficult parts of a rehabilitation program.

When we think of the rehabilitation programs that are needed for those disabled congenitally or by accident, we cannot think of just the physical program. A rehabilitation program, if it is worth its name, helps the disabled person to be readjusted mentally, physically, emotionally, and socially. To this end, those working in the field need to work as a team with each specialist contributing his share. A recreation specialist working in rehabilitation has a definite contribution to make, by helping the individual to learn how to use his leisure. If the recreation specialist is to render a maximum service to the individual, he will have to know the limitations that the handicap imposes upon the individual. Except in cases where recreation is used as therapy, I do not believe that the recreation worker needs to have any depth of pathological knowledge of specific diseases. When we consider recreation as therapy, then, I think we have a different problem and one which is so much in its infancy that we have little basic knowledge on how to train people for recreation therapy.

I feel strongly that we need to clarify our thinking on what is recreation and what is recreation education, so that the public, generally, will begin to understand that recreation is *not* an extension of teaching, but comprises many factors, some of which are similar to teaching and some of which are very different. The problem presented certainly presents a challenge, but the problems outlined in this article represent, in my opinion, just a small fraction of the total problem.

EDITH BALL, *Instructor in Education, School of Education, New York University.*

● I have referred the article, "Are We Meeting the Newer Challenge?" to several members of our recreation staff. Their comments are: "The idea basically expressed by these writers is important. However, if they wish to bring about change, namely better and more professional education of teachers and recreation workers, this article as written may not help. It tends to create a little resistance, and there may be the question among some readers as to whether it is based on sufficient facts. Perhaps the authors try to do too much in one article. Why not really show the need for better professional education for such a situation as is described, and concentrate on one point? If possible, we suggest stating the need or problem in one article, and answering it in another."

BEN W. MILLER, *Chairman, Department of Physical Education, University of California.*

● In addition to my own reactions to this article, I have secured comments from one of my colleagues who is functioning in the specific area of hospital recreation.

In paragraph seven, we note that the authors do not recognize the fact that there are recreation staffs as well as physical education staffs in colleges.

We would add to their statement, "The field of recreation can meet this challenge as well as other professions, if it is aware of the need," *and if those who work with the handicapped urge college recreation faculties to give this special need more attention.*

If there are actual positions open in this special field of recreation with crippled children, then no doubt educators will include more emphasis on such special training. Those administrators who deal with programs for handicapped children should make their needs known to institutions offering professional preparation in recreation. The challenge with such children and adults requires specialists who are equipped *in the various skill areas* that are included in most professional training programs in recreation today. Currently there are several colleges and universities that have courses, and/or curricula, which deal specifically with hospital recreation. Programs for physically handicapped people, whether they reside in the community setting or the hospital setting, might secure the best equipped persons, at present, from current curricula in hospital recreation.

Finally, the opening sentence of the article may tend to give false evidence regarding recreation majors entering school teaching situations. We should be careful not to consider recreation for the handicapped as synonymous with rehabilitation programs and special education.

G. B. FITZGERALD, *Director of Recreation Training, University of Minnesota.*

● This article is rather a general approach to the problem with practically no concrete suggestions for colleges. Also, the emphasis appears to be directed solely at the physical. Anyone who deals with the disabled knows that the psychological and physical factors

cannot be separated. I believe their article should have at least made mention of this factor.

My greatest concern revolves around the implication that a college recreation training program can handle this preparation without the cooperative aid of various other college departments. That single issue is one of the greatest weaknesses of college training programs today.

JOHN L. HUTCHINSON, *Associate Professor, Teachers College, Columbia University.*

● This is not a newer challenge since many of us have been working on it since the 1930's.

The article does not need the negative approach of assuming that nothing is being done about the problem. It would be better if it had been based on research to see what is actually being done. The University of Minnesota has a graduate program well geared to meet this need. Here at Cortland, we have been offering a course "Recreation for the Atypical" and other courses such as "Card and Table Games," and so on. Furthermore, we are developing a special curriculum in Hospital Recreation, to parallel the one in Community Recreation.

There appears to be an assumption that all that is needed is physical recreation for physical rehabilitation. *All* individuals whether physically handicapped or not, need opportunities to develop their participatory and creative powers in a broad range of recreational areas: music, art, reading, poetry, crafts, nature as well as the so called physical recreations. Certainly the physically handicapped need these.

I doubt if it is a newer challenge in physical rehabilitation, but rather a constant challenge to assist in the rehabilitations of the total personality and increasingly to heighten and enrich the joy of living.

HARLAN G. METCALF, *Chairman, Department of Recreation Education, State Teachers College, Cortland, New York.*

● The article, "Are We Meeting the Newer Challenge?" needs qualification. It aims to indicate that nothing is being done, nor has been done, in professional schools to acquaint future teachers and leaders in recreation of the problems of the handicapped.

To the contrary, courses entitled as adapted sports, adapted physical education, corrective physical education, individual physical education or physical education and recreation for the atypical are required in every professional curriculum that I have known. Such courses survey certain physical, social and mental defects which the teacher or leader may find in the school or recreation center. The courses aim, further, to plan diversified programs of adapted sports, adapted games, adaptations in dancing and swimming to meet the needs of those who are disabled or limited in abilities.

The article, however, does pose a challenge in the preparation of leaders in recreation for the handicapped, and that is: the need for more practice and experience in actual situations. Student experience in recreation programs in hospitals and schools for the handicapped would solve the problem so strongly and ably stated by the authors.

IVALCLARE HOWLAND, *Instructor of Recreation for the Atypical, State Teachers College, Cortland.*

● Letters from any other recreation leaders, who would like to comment on this article, will be published on the "Letters" pages of future issues of RECREATION.—Ed.

Awards Bulletin

The School and Community Recreation Department of Newark, New Jersey, under the leadership of Peter C. Fujarcyk, has developed an awards plan which has successfully met some of the usual objections to awards.

In this plan an awards bulletin is issued each spring and fall at the close of an intra-mural program in the elementary schools. Four upper classes participate in a double round-robin schedule, the roster of participants determined by the class enrollment, both boys and girls.

Instead of the old-fashioned award of a felt banner for classroom display, the mimeographed bulletin, with appropriate cover and congratulatory foreword from the principal, tabulates final standings for boys and girls with a list of the championship teams in each division. On another page combined class honors appear.

Other pages list most-valuable-player awards. The ten outstanding boys and girls and the students receiving honorable mention are listed, selections determined by a class poll.

The class leaders' page lists the names of the boy and girl captains and assistants for each class. The citation pages provide an opportunity to honor pupils who receive more than one award. The AAA rating is given pupils who are members of the championship team, merit placement on the most valuable player poll, and have served successfully as class leaders. The AA rating is granted to students who receive any combination of the triple A rating.

The last page of the bulletin is reserved for autographs—a popular provision.

The leaders who have developed the bulletin plan are enthusiastic about its success in increasing participation and making possible recognition of the non-star player. And now the lower grades are showing interest in a modified version of the round-robin schedule, with their own bulletin to honor successful participants.

* * *

For further information, write to Mr. Fujarcyk, School and Community Recreation, Lafayette Street School, Newark 5, New Jersey.

SELF EVALUATION CHART

● Last summer, the twenty playground supervisors in Sioux Falls, South Dakota, were asked to rate themselves on the following questions and return the evaluation to the recreation council.

Interpretations of ratings

0—never, not at all.
1—seldom, very little.
2—occasionally, quite a little.
3—usually, very much.
4—always, tremendously, a great deal.

Other interpretations could be 0-F, 1-D, 2-C, 3-B, 4-A.

The Questions.	0	1	2	3	4
1. I like my work.			1	13	6
2. The children like me.			2	16	2
3. I am patient with the children.			2	17	1
4. I try to make all the children feel at home.			1	9	10
5. I try to be fair in settling children's disputes.			1	4	15
6. I keep the equipment in good order.			2	11	7
7. I keep the box or shelter neat at all times.			7	9	4
8. I keep the litter picked up off the ground.		2	5	9	4
9. I make minor repairs on equipment before they need repair at the warehouse.		2	3	9	6
10. I get out all equipment every day.		1	1	10	8
11. I try to divide my time equally among the children and activities.			5	8	7
12. I am actively engaged in playground activity at all times.			2	13	5
13. I give my time on the playgrounds to the children, not to my friends who come there.				5	15
14. I continually strive for good public relations.		1	3	3	13
15. I try to maintain good discipline.				7	13
16. I watch myself so as not to become so familiar with the children that discipline suffers.			3	9	8
17. I respect the rights of the children, and conduct myself so that they respect me.			3	6	11
18. I know the hours and days when the weekly activities should occur as listed on the "Weekly Schedule."			1	5	14
19. I see that all activities scheduled for the playgrounds daily program are carried out.			8	12	
20. I shift daily activities to a time when they will work best, if necessary.		1	1	12	6
21. I cooperate with all special activities scheduled for the playground.			1	6	13
22. I have all children who are to participate in activities on other playgrounds ready on time.			3	7	10
23. I have my reports ready on time.			1	3	16
24. I introduce new low-organized games on the playground each week.	2	2	7	9	
25. I read carefully all the materials issued by the office.				9	11
26. I have read *The Conduct of Playgrounds*, by the National Recreation Association.	3		4	2	11
27. I have looked through *88 Successful Play Activities* for new games or activities to introduce on the playgrounds.	1	2	2	6	9
28. I have introduced new equipment, games, or activities on the playground.		1	4	9	6
29. I seldom ask for special favor or privileges, or personal favors.		2	3	6	9

I am careful to make an accurate playground count.

for PLAYGROUND LEADERS

Used by the Sioux Falls Recreational Council

The Questions.	0	1	2	3	4
30. I am continually striving to improve the playground.			2	13	5
31. I have asked other supervisors for constructive ideas.	2	1	5	8	4
32. I have asked the directors for suggestions as to how to improve the playground and myself as a leader.	2	2	7	7	2
33. I wear clothing suitable for duty.				3	17
34. I prepare handicraft materials in advance.		3	4	9	4
35. I try to improve my ways of conducting handicraft.			3	13	4
36. I carry out all scheduled handicraft projects each week.	2	2	4	8	4
37. I try out handicraft projects prior to conducting them with the children.		2	3	9	6
38. I keep a good handicraft exhibit bulletin board which lists prices.	6	3	4	3	4
39. I continually watch for hazards on the playground.			1	7	12
40. I correct dangerous play habits of children.				5	15
41. I discourage swearing on the playgrounds.				2	18
42. I take advantage of opportunities to teach sportsmanship.				7	13
43. I publicize all activities on a bulletin board.				2	18
44. I keep the bulletin board neat.				9	11
45. I place posters of special events in stores.	13	5	2		
46. I inquire about children if they are missing from the playground.	1		9	6	4
47. I call the children together early in the afternoon to make announcements.	3	5	8	2	2
48. I am careful to make an accurate playground count.		1	2	8	9
49. I continue to register children new to the playground.			1	6	13
50. I keep the notice about registration on the bulletin board.	4	2	5	2	7
51. I open the playground on time.				6	14
52. I keep the playground open until scheduled closing time.				4	16
53. I take the proper allotted time for my lunch.				5	15
54. I do not blame others for my own shortcomings.	1		1	6	12
55. I do not try to alibi my shortcomings.	1		1	8	10
56. I have given my best to the program.			2	7	11
57. I feel I have developed myself in this work.				8	12
58. I do not become discouraged by difficulties.			1	13	6
59. I feel I would like to do this work again.	1		4	5	10
60. I feel I am fair in all my thinking about playground work.				7	13

I do not become discouraged by difficulties.

SCORING

(Total possible score, 240)

200-240—A, or superior
160-199—B, or above average
120-159—C, or average
80-119—D, or below average
0-79—F, or poor

A scores
203, 218, 218, 224

B scores
163, 175, 175, 177, 178, 179, 180, 182, 186, 189, 189, 191, 192, 192, 197

C score
153

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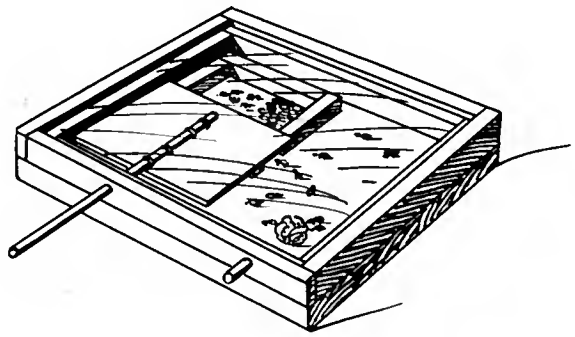
How To Do It! by Frank A. Staples

BUILD AN ANT HOUSE

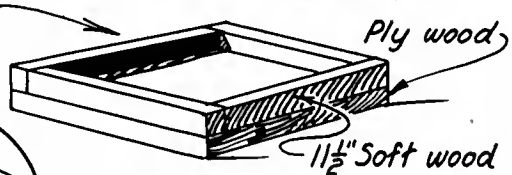


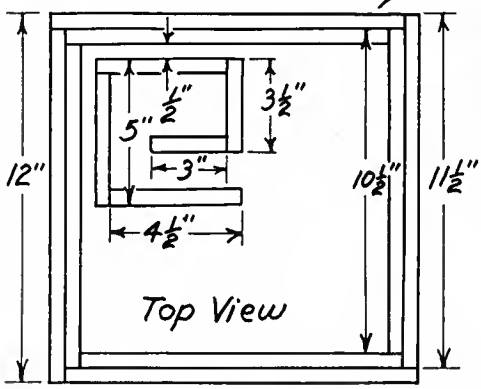
MATERIALS

1 piece 12"x12", $\frac{7}{8}$" ply wood
4 pieces $\frac{1}{2}$"x1"x11$\frac{1}{2}$" soft wood
4 pieces $\frac{1}{2}$"x$\frac{7}{8}$"x10$\frac{1}{2}$" soft wood
3 pieces $\frac{1}{2}$"x$\frac{1}{2}$"x4$\frac{1}{2}$" soft wood
1 piece $\frac{1}{2}$"x$\frac{1}{2}$"x3$\frac{1}{2}$" soft wood
1 piece $\frac{1}{2}$"x$\frac{1}{2}$"x3" soft wood
1 piece 5$\frac{1}{2}$"x5$\frac{1}{2}$", $\frac{1}{8}$" ply wood
1 piece 12" long $\frac{1}{8}$" dowel
1 piece window glass 11"x11"
1$\frac{1}{2}$" No. 18 brads - 4, $\frac{1}{2}$" staples
1 small piece sponge - $\frac{1}{4}$" peg

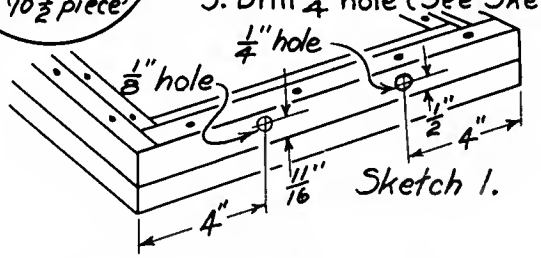
TO MAKE

1. Nail four 11$\frac{1}{2}$" long pieces on 12" sq. ply wood
2. Nail four 10$\frac{1}{2}$" long pieces in place
3. Nail five pieces in place as shown in Diagram A

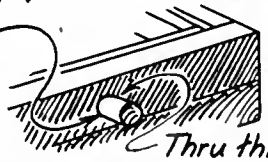


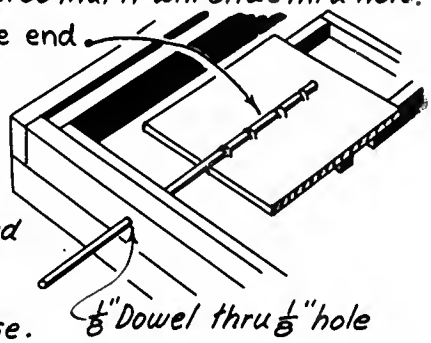


4. Drill $\frac{1}{8}$" hole (See Sketch 1.)
5. Drill $\frac{1}{4}$" hole (See Sketch 1.)



6. Put $\frac{1}{8}$" dowel thru $\frac{1}{8}$" hole. *Note: Sandpaper dowel so that it will slide thru hole.*
7. Fasten 5$\frac{1}{2}$" square piece ply wood to dowel on inside end
8. Fit $\frac{1}{4}$" peg in $\frac{1}{4}$" hole
9. Place 11" sq. window glass on top. It will exactly fit on top of the 10$\frac{1}{2}$" pieces and lay flush with the outside top edge of the ant house.





Wet the small sponge and place it in the ant house. It will supply drinking water. Dig open an ant hill to get your ants and eggs. Slide cover over compartment and keep it there at all times except when observing the eggs which the ants will put in darkened compartment.

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It's Fun To Be SAFE

James K. Williams

Safety education is best taught when habits are being learned and attitudes developed. It must have the interest and support of all levels of leadership.

EACH YEAR accidents kill about 14,000 American children under fifteen years of age. Countless thousands are also seriously injured and many are crippled for life.

If an epidemic of polio or even measles strikes a community, we are quick to mobilize all reserves to combat the threat. Why isn't the same true for accidents? Perhaps accidents are so common that we just take them for granted.

Safety educators agree that much hope for the future exists in the simple statement, "It's fun to be safe!" Recreation leaders are in a position to play an increasingly important role in this fight for life.

A quick glance at some of the normal traits of young children, shows us that the average youngster seeks adventure and excitement.

The daring and often reckless characters of history and television have become heroes. Caution and personal safety haven't been presented to these young minds in the same interesting manner.

The cowboy who jumps from a second story window onto a waiting horse looks good on a movie screen. Even the buccaneer who recklessly wades into battle with a knife between his teeth represents high adventure.

We have to be honest and admit that safety is a pretty dull subject compared to all this. To make things worse, safety is often preached in terms of "do's" and "don'ts" and even statistics. This leaves the average person cold.

On the brighter side of the picture, however, the development of the concept that "it's fun to be safe" is a challenge to every leader concerned with recreation and leisure-time. The idea that fun and safety go hand in hand must be fostered. It isn't easy to put across this point, but neither is it impossible. There are several basic considerations that the recreation leader bear in mind.

First, no amount of education, engineering, or enforcement will eliminate every hazard. We live in a complex fast-moving world. Boys and girls must learn to adjust to the hazards which surround them every day.

Second, we can't expect to put "old heads on young shoulders." The suffering, heartaches, and tragedy caused by accidents is not a personal problem to the child. After all, not all adults accept accident prevention as a personal responsibility. If, however, the leaders whom children respect display a serious attitude about safety, the chances are the children will "catch" some of this attitude.

You may ask, "How in the world can safety be made interesting?" A few ideas which may suggest others to the person with imagination:

Sand box play provides an opportunity for children to build a city with streets, houses and cars. Improvised

MR. JAMES K. WILLIAMS *is the executive vice-president of the Safety Council of Western Massachusetts, Springfield.*

cross-walks, traffic lights, sidewalks and even policemen directing traffic can increase the child's awareness of their importance.

Illustrated coloring books with stories about fire prevention are ideal as an occasional quiet period activity. Such material is available from the National Fire Protection Association.

The story hour can be used to insert interesting safety messages. Such messages can be related to things the children know and like, as for instance, in a story about the knights of old, an explanation can easily be added about how the knight's armor was to protect him from dangers. The story teller can then explain that we no longer have armor to protect us from such dangers as automobiles, but traffic lights serve us as protection.

If space is available, a regular "Safety Town" may be set up on the playground, complete with streets, intersections, and houses. Tricycles, bicycles, pedal automobiles, and tractors will make it even more realistic. Allowing children to take turns directing traffic, and playing bus driver with the realistic touch, can capture the imagination of any youngster. (See page 262 in the October 1952 issue of RECREATION.—Ed.)

The Bike Rodeo is an activity for older children which stimulates pride in riding skills, an attitude which is important. Instruction in good bike maintenance and safety rules might be included. Boys and girls who have an opportunity to display their skill in such a way are less likely to show off in traffic. A humorous sign about bike safety on a playground bulletin board can many times serve a good purpose, such as "Clowns At A Circus Are Funny As Heck—But Clowns On A Bike Are A Pain In The Neck."

Actually it isn't difficult to plan interesting activities along this line. The secret of success is in the integrating of safety education with many types of activities. It isn't even necessary that the activity be identified as a safety instruction project; from the sand box to nature lore there is a wealth of material that can be used.

Films and visual aids are of great assistance in presenting an interesting safety program. *Play Safe* is an excellent film for children. Animated characters such as the "Pushy Pig," the "Giddy Goose," and the "Mock Monkey" show the dangers of bad conduct on playground apparatus. Many other safety films may be secured from Young America Films, Coronet Films and Encyclopedia Brittanica Films. Complete information on all can be obtained from the National Safety Council, North Michigan Avenue, Chicago, Illinois.

The last consideration that must be kept in mind involves playground safety rules. It is a generally accepted fact that young people who have an opportunity for self-government are less hostile to rules and regulations.

A playground safety council can be a valuable aid to the playground supervisor. Many playgrounds in Springfield, Massachusetts, have even a safety patrol similar to school patrols. By rotating the members of the patrol, a large number of children share responsibility for their playground safety. Duties of the patrol vary from the supervising of the bicycle racks, to the instructing of young children in the safe use of swings and playground apparatus.

Any discussion about accident prevention is only as valuable as the action program that results. It must have the interest and support of all levels of leadership. Safety education is only one phase of the total program.

Accident records must be kept accurately. Remember, the difference between a minor accident and a serious accident is only a fraction of a second or an inch. Records can show where, how and when accidents are occurring. A frequency is an immediate danger signal.

Inspection of equipment and apparatus is another essential part of the program. Good maintenance is necessary. Playground housekeeping must be geared to eliminate the hazards of broken glass, holes and rocks.

Some recreation leaders might claim that they don't need to include safety education because they don't have accidents. There are two answers to this. One, a good past accident record is not absolute insurance against possible accidents. One serious accident can destroy months and sometimes years of excellent public relations.

The second answer is by far the most important. Safety is best taught when habits are being learned and attitudes developed. The safety training a young child may receive on the playground can influence his conduct on the street and in the home. It even projects into later years when that child becomes a driver of a high powered car. Skills are easy to teach, but attitudes and habits make the difference between recklessness and caution.

If many of the 14,000 children killed last year by accidents had received better safety education, some would be with us today. It has often been said that we protect our wild life better than our child life. In the past, there has been some truth to this.

Recreation leaders can secure unlimited help from such organizations as local safety councils, the National Safety Council, automobile clubs, insurance companies and many others. It is only by joining hands that we can wage an effective fight against child accidents.

Hope Renewed

Easter is a time for reaffirming our faith in the future of mankind. As vibrant spring replaces barren winter, as the joy of resurrection triumphs over the darkness of youth, so this should be the time when we help implant hope to replace despair in the hearts of the world's unfortunate.

The $10 food package you send through CARE, 20 Broad Street, New York City, or your local CARE office, can bring renewed courage to suffering war orphans and refugees in South Korea . . . to impoverished villagers in India . . . to Iron Curtain refugees whose dreams of freedom are mocked by their precarious existence in Western Germany . . . to the weary and worried in a score of countries from Italy to the Philippines. Whatever the language men speak, your CARE gift will be universally understood. It will express your Easter prayer for a world united in peace and brotherhood.

Newspaper Step On

All you need for this race are some pages of newspaper and a space 50 feet long and fairly wide. Divide your group into partners of two, and give each pair two pages of newspaper. As they line up at the starting line, warn the players to keep in their lanes.

At a starting signal, one player ("A") puts one page of newspaper in front of his partner ("B") who steps on it with one foot. Then while "B" balances himself on one foot, "A" puts down his other page of newspaper for "B" to step on with his other foot. This action is repeated with "A" always laying down the paper and "B" racing, one foot at a time, until the 50 feet are covered. On the way back to the starting line, "B" lays down the paper and "A" races.

Even though the race may seem slow, you will find it lots of fun. Of course, the first partner-team to finish wins. Don't worry if the newspaper tears—that just makes it more difficult and more fun!

Jousting

Jousting is a skillful form of combat which started in medieval times and was very popular with Robin Hood and at King Arthur's Court. The knights in those days generally used lances and played on horseback, but you will have just as much excitement using tablespoons and oranges.

Start by dividing your group into two teams. The first player of each team is given two tablespoons and one orange (or lemon). In one hand he must hold one tablespoon with his orange balanced on it. In the other hand, he holds the other tablespoon, which he uses both to defend himself and to knock his opponent's orange from his tablespoon.

The best idea is to hold the orange-tablespoon in a comfortable position so it cannot be upset easily, and go after your opponent by circling around and sparring with him, as in a sword duel. The winner of each duel gets a point for his team.

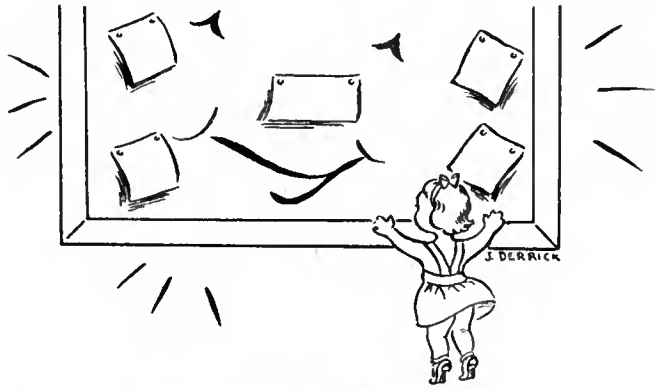
If you haven't enough players for teams, individual scores can be kept, as in a tournament.

> A playground director must have patience; must be able to develop confidence in the child of little ability; must be kind but able to inspire obedience; must be able to teach the child to lose without discouragement but to win without boasting; must be a sportsman but not a sport.
>
> —Frank S. Gaines, *Berkeley, California*

[2] Reprinted from *101 Best Games for Teen-Agers*, Lillian and Godfrey Frankel, published by Sterling Publishing Company, Incorporated, New York 10. 1951. $2.00.

(Fold Back)

PLAYGROUND ACTIVITIES



For Girls--Jump Rope Chants[1]

Almost every girl seems to grow up jumping rope. And with this enjoyable activity songs are sung. Here are jump rope songs which are sung by girls all over America and in other countries too.

All in together,
How do you like the weather?
January, February, March, April. . .

(The rope-turners continue giving the months in the year and turn the rope faster until the jumper misses.)

I took a trip around the world,
And this is where I went:
From America to New Orleans;
New Orleans to Chicago;
Chicago to England;
England to France;
France to New York. . . .

(As the rope-turners turn the rope, the jumper must give the names of cities or countries until she can't think of any more. Then another player has a chance to jump.)

One, two, tie your shoe,
Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, big fat hen,
Eleven, twelve, who will delve,
Thirteen, fourteen, girls a-courtin',
Fifteen, sixteen, girls a-kissin',
Seventeen, eighteen, girls a-waitin',
Nineteen, twenty, my stomach's empty.

(Each girl has a chance to jump rope while the rope-turners and others watching sing this song).

[1] Reprinted from *101 Best Games for Girls*, Lillian and Godfrey Frankel, published by Sterling Publishing Company, Incorporated, New York 10. 1952. $2.00.

"Over the Hurdle," cyclist in Ocean City, New Jersey.

For Boys - -

Bicycle Rodeo

JAMES C. STEELE,
Director of Recreation,
Chatham, Ontario

This thrilling event is one that was staged on the playgrounds in Chatham, Ontario, as a special attraction, and proved to be so popular that it has become an annual event. Procuring the equipment and props for the bicycle rodeo turned out to be quite a job at first, but all the materials were stored away carefully and are now immediately available for each season.

For the first year, a Slalom, Newspaper Boys' Throw, and Rail Ride were scheduled.

Slalom—Taking a pattern from the well-known skiing event, three parallel courses were laid out so that heats could be run off in groups of threes. Nail kegs painted appropriately, with a large arrow indicating side to turn around, were used as markers, together with flags for starting and finish lines. Midway on each course a large wire hoop, bedecked with crepe paper streamers, was erected and each contestant was required to pass through it on his way to the finish line. The distance between kegs was determined by the space available, with the last lap of the course being the longest.

Scoring—Each contestant in each heat was timed and recorded on a master score sheet. The contestant with the fastest time was awarded a score equal to the number of boys in the event. For example, if there were twenty-five contestants, the winner got twenty-five points, second-place winner twenty-four points, and so on, until the last place man received one point. In the case of ties, each boy received an equal score in the place in which he tied, and the entrant immediately following the tie was awarded points equal to his place on the sheet had there been no tie. This may seem to be a complicated scoring system, but the idea was to find a Rodeo Grand Champ—the lad with the most points for all events—and this seemed the only plausible way of getting comparable scores for each contestant.

(Fold Along This Line)

Newspaper Boys' Throw—This unusual event appealed both to the carriers and newspaper staffs. The latter were quick to take advantage of advertising and publicity possibilities, and donated trophies and newspapers for the activity. The target was a mock house front with a door, two panels on each side to represent a veranda, and a panel on each side of the veranda representing windows. Contestants, armed with folded papers, passed in front of this frame and tossed the paper from a distance of ten yards. Through the door meant ten points, through the veranda five, and through the windows—zero! Each boy had three shots.

Scoring—As in the slalom, the contestant with the highest score received points equal to the number participating in the event. Ties were also treated in the same manner.

Rail Ride—This was a test for balance, steady eyes and control of the bicycle. It turned out to be an exciting effort, with the spectators helping the boys stay on the rail with groans and sighs, ohs and ahs!

The rail was a thirty-foot length of blocks with a ramp on each end to facilitate mounting the rail. The rail was marked in quarters for scoring purposes. At each end of the rail, a thirty-foot circle was marked and contestants were required to stay within these circles when turning to mount the rail again. We did discover that this size circle was a trifle small, so in the future it will be enlarged by five feet. The contestant had to ride non-stop on the rail from one end to the other, complete the circle and return, with neither foot touching the ground and both wheels on the rail.

Scoring—As long as the entrant complied with the rules, he continued riding. When either wheel left the rail or crossed the circle line, or the rider's foot touched the ground, the number of completed trips to the nearest quarter was recorded on the master sheet and points were recorded as in the other events.

Suitable crests were presented to first, second and third place winners, while the Rodeo Grand Champ received the trophies. Our officials, such as timers, judges and scorers, were playground instructors and members of a local service club. The rodeo was held in the evening so that parents might attend; and twenty-five hundred were present that year.

Since then we have added other events from time to time, such as stunt and trick riding, and straight and road races when space permits.

People and Events

Elections

• American Camping Association officers elected for a 1953-54 two year term were:

President—Catherine T. Hammett, Pleasantville, New York

Vice-President—Milton L. Goldberg, Los Angeles

Secretary—Elizabeth Spear, New York City

Miss Hammett, who was secretary of the ACA from 1949 to 1953, is well known in the camping field. She has written several books on camping and is the co-author (with Virginia Musselman of our own NRA staff) of *The Camp Program Book.*

• The Capital District Recreation Society (New York) has announced the following newly elected officers:

President—Robert Carr, Delmar

Vice-President—Michael Vincatorre, Schenectady

Secretary—Peter Hussey, Albany

Appointment Announced

The American Institute of Park Executives has appointed Emile Mardfin as its new executive secretary, according to an announcement released by William Penn Mott, Jr., president of the Institute.

Mr. Mardfin, who took up his new post on March 1st, has retired from the New York City Park Department, where he has been serving as assistant director of maintenance and operation.

In his new position he will develop an extensive program of research, education and experimentation work, to be conducted in various regional centers around the United States and in Canada.

Madge Hawe

Miss Madge Hawe, a member of the city recreation staff in St. Louis for thirty-seven years, died March 5th, after a short illness. She was, at the time of her death, a special activity supervisor in charge of the women and girls' activities in all the city recreation centers, and in addition, was responsible for the tot work and the work with adult groups.

Miss Hawe was a familiar figure at most of the National Recreation Congresses and contributed a great deal to the recreation movement as a whole. Her interest and enthusiasm in her work made her an outstanding leader.

Madge Hawe leaves a rich heritage of devotion to public service and self-sacrifice from which all people in the recreation field can profit.

Have You Heard?

• The California and Pacific Southwest District Recreation Conference at Long Beach, California, on February 10-13, had an attendance of 1,187 delegates from California, Arizona, Utah and Nevada. The four general sessions and over forty special sessions were well attended and the discussions were lively and interesting. Lynn S. Rodney of the NRA was the program chairman for the conference which was jointly sponsored by the California Recreation Society, the California Recreation Commission, and the National Recreation Association.

• Advance interest in the forthcoming Eastern Ceramic and Hobby Show to be held at Asbury Park, New Jersey, May 13-17, indicates a record participation in the event. Sponsored by leading groups in the industry, including Ceramics Leagues, Incorporated, the colorful exhibition will include displays of equipment, materials and methods by leaders in ceramics and hobbies throughout the nation. According to Jerry Gasque, the managing director, the exposition will utilize the full facilities of the mammouth Convention Hall on the boardwalk and show the public a "vast panorama of the ceramics and hobby field never before attainable in the eastern section of the United States."

• American Red Cross has arranged a National Aquatic School for the northern New England states to be held at Brookline, New Hampshire, June 4-24.

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Keith A. Macdonald

PAINT YOUR PLAYGROUND EQUIPMENT

A NUMBER OF YEARS ago a recreation director, wishing to experiment, painted a swing in one of his parks red. Then he took a count as to which piece of equipment was used the most—the newly painted red swing or the other ones in just as good working order but with the traditional metallic finish. The actual tabulation of results has been lost, but anyone with a sense of appreciation for color could guess what they were. . . .

Last spring a similar experiment, but far more extensive, was made in the Greater Vallejo Recreation District. In this case all of the equipment on three playgrounds was painted with many colors, giving a gay, circus atmosphere to the children's play areas. In one very large area, the apparatus had gone without particular notice—in fact, the entire park had been unnoticed and misused, but with the change of color in the swings, slides, climbing bars, and sand boxes to gay reds, oranges, blues, pink, yellow, lavender and other bright colors, scores of people were attracted. In each of these areas, use of the equipment was increased by the boys and girls.

We paint our homes, our fences, barns, machinery, outbuildings, as a means of preserving, basically, but also for the purpose of pleasing the eye. As for the playground apparatus, however, we tend to leave it unattractive as to color as long as its usefulness is maintained.

The following are examples of our use of color in areas on which apparatus already was established:

Garbage cans: The can a solid color, the top still another color.

Drinking fountains: The pipe and area under the bowl, one color, the footstool for the smaller children, a different color.

Sand boxes: Each side and brace a different color, the inside another color.

Giant Stride: Red and white like a candy cane, with each chain and handle yet another color.

Slides: Painted in sections—red, white and blue. Another was painted with yellow sides and a blue bottom with red braces.

Swings: Each brace at the end a different color; the pipe area above the swing, the chains and the seat—yellow, red, blue, green, white.

Picnic tables: Each board was painted differently. On another, the top was painted one color, the seats another, the braces a third.

Picnic benches: The backs one color, the seats another, and the braces yet another.

Climbers: Each section a different color.

Turning bars: Painted the stand pipes one color and the part most used aluminum.

Teeter-Totter: Each board a different color.

We found that parents living adjacent to the parks were very much in favor of the painting. One lady stated, "You improved the looks of the park and the neighborhood by painting the equipment."

Another said, "When my children saw the giant stride painted like a candy cane they couldn't wait to go over and swing on it."

Another mother said, as she passed the bright colorful slide, "My, my, it knocks your eyes out, but I love it!"

Participation on all pieces of equipment has increased, without question.

This treatment adds an item of maintenance, in that they have to be repainted or touched up at least once a year. Yet I firmly believe that the added cost of labor and paint is well worth the time and money spent. We have used Vitric Paint,* which has proven quite satisfactory. This is a synthetic enamel which can be used on any metal surface as long as the pipe is free from rust and grease. Using a good primer such as zinc chromate, red lead, or industrial grey, prior to painting, is advisable.

If each recreation director were to secure one pint each of red, white, blue, yellow, orchid and green paint, a gallon of thinner, three two-inch paint brushes, and some primer, and try painting one piece of equipment, I'm certain that he and the users would be most gratified with the results.

The safety color code introduced by the Dupont Company has been adopted by some schools. It is based on the traditional association of colors for certain purposes. They use but six colors: visibility yellow; alert orange; safety green; fire protection red; precaution blue; traffic white.

Not only does painting make playground equipment safer, but these attractive circus colors have an appeal to children and will aid in enticing them to a playground area in preference to playing in the dangerous street.

KEITH A. MACDONALD *is the executive director of the Greater Vallejo Recreation District, Vallejo, California.*

* Manufactured by Bishop-Conklin Company.

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Institute on Professional Leadership for Leisure

Stanley L. Gabrielsen

On April 28, 1953, an estimated four hundred persons will meet on the campus of the University of California, Los Angeles, for the Second Annual Institute on Professional Leadership for Leisure.

This unique one-day workshop has been designed primarily for leaders who are concerned with constructive leisure programs conducted by tax-supported or private (non-commercial) agencies. It should appeal to board and commission members, supervisors and administrators, recreation leaders, group workers, teachers, students and volunteers who share responsibilities for conducting leisure programs in recreation center, playground, club, church, school, hospital, home, camp, settlement house and other related agencies. It attempts to get participation from as many different agencies and levels of leadership as possible.

Purpose

The fundamental purpose of the institute is to advance the profession. It specifically purposes to:

1. Provide a day of enjoyment and professional stimulation for a wide variety of leisure leaders who are interested in effecting a more worth while use of leisure among all people.

2. Deliberate upon those problems which appear to be currently of greatest importance to the profession.

3. Encourage all leisure leaders to actively affiliate with one or more societies or associations which are interested in professional improvement.

4. Provide a medium for the exchange of ideas and experiences among leisure leaders of different orientations and affiliations and to study their interrelationships.

5. Provide a sound basis for a clearer interpretation of the profession to others in the community.

6. View and report on recent literature, important research, and significant developments affecting the profession.

7. Offer recommendations to appropriate professional societies or agencies on matters needing group action to incite professional improvement.

Sponsorship

While the official sponsorship involving the executive direction and business management rests with the UCLA Department of Physical Education and the Department of Special Activities, University Extension, this institute is, in truth, an institute staged by and for the organizations which represent the profession. The University of California simply possesses the required staff and facilities to act as host to such an event.

The original planners recognized that the real value of any meeting such as this comes only when the rank and file leader actively shares in the planning and carrying out of those plans. So, logically, local units of professional groups and key agencies were invited to participate. Each cooperating group appoints one member to an advisory committee which formulates the general policies, organizes the workshop, selects key personnel, and in other ways provides the framework for conducting the institute. These groups also encourage support and attendance at the institute among their own members. The following groups are cooperating with UCLA in staging the Second Annual Institute:

Districts 9, 10, 13 and 14 of The California Recreation Society.

Los Angeles Chapter, American Association for Group Workers.

Southern Section, California Association for Health, Physical Education and Recreation.

Southern California Camping Association.

California Society, American Institute of Park Executives.

Pacific Southwest District, National Recreation Association.

State Department of Education, Bureau of Health Education, Physical Education and Recreation.

State of California Recreation Commission.

Metropolitan Recreation and Youth Services Council, Los Angeles.

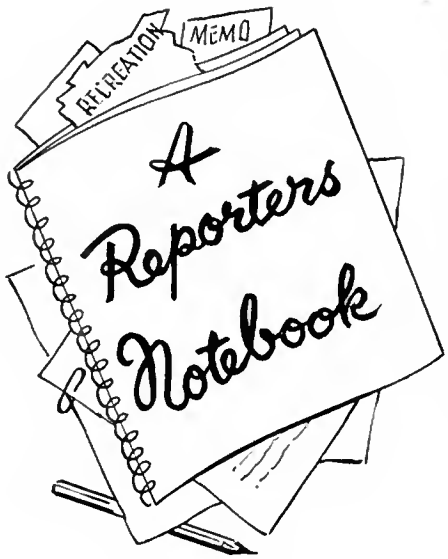
Youth Services Division, Welfare Council of Metropolitan Los Angeles.

Welfare Councils of the cities of Glendale, Santa Monica, Long Beach and Pasadena.

Program

The Institute Advisory Committee has selected for its 1953 theme "Responsibilities, Methods and Techniques of the Professional Leader." The workshop groups will explore the responsibilities of the professional leader to his patrons, employer, self, community and profession. After identifying these responsibilities the groups will turn their discussions to the ways in which they may be carried out by leaders at all levels in both public and private agency situations. A final panel consisting of the summarizer from the workshop groups will review the main points discussed before the general assembly. A permanent record of these highlights will be printed in the *Institute Proceedings*, a thirty-page document which is sent free to all delegates.

MR. GABRIELSON *is assistant supervisor of physical education at the University of California in Los Angeles.*



Progressive Recreation Community

Chula Vista, California, is justly proud of the recently passed $375,000 bond issue which will make possible a fine recreation facility. A pool, long enough to accommodate Olympic events, U-shaped, with three diving boards, and a gymnasium with seating capacity of over one thousand persons, equipped with courts, stage and kitchen facilities, will be included in the new sports center. Cooperation is responsible for bringing out the affirmative vote. Door-to-door distribution of printed brochures by members of civic groups and teen-agers, news releases in local papers, announcements enclosed in bank statements, were used in the information-publicity campaign.

Extended Summer Season

A major project of the Park and Recreation Commission, Amarillo, Texas, for 1952 was the extension of their playground season to cover a spring and fall season. From May 1 to June 10, and from August 17 to September 30, programs were conducted on three playgrounds and at Thompson Pool from 4:00 to 10:00 P.M. Tuesday—Friday; from 1:00 to 10:00 P.M. Saturday; from 2:00 to 10:00 P.M. Sunday. Total attendance at the spring and fall seasons, of over fifty-four thousand each, warranted the proposal to extend the extra programs to at least one more playground during this season. Special events during both seasons included movies, concerts, square dances and softball. Skating parties and tumbling events were added in the spring, and hayrides, football practice, a tennis tournament and fair booth were planned during the fall season.

Playground leaders for the fall season were recruited, for the most part, from personnel stationed at Amarillo Air Force Base.

Volunteer News

One man and forty women were graduated last month, in New York City, from the first United Hospital Fund—sponsored course for hospital recreation volunteers. The graduates were assigned to twenty-two voluntary hospitals, where they will serve as recreational therapists for a minimum of one hundred and fifty hours of their spare time during the next year.

The Sports Picture in Italy

A magnificent $3,000,000 marble stadium, one of the best in the world, will open on May 17, in Rome, Italy, with an international soccer game between Italy and Hungary. Situated in the huge sports area known as "Foro Italico," on the right bank of the Tiber, the stadium will accommodate 90,000 spectators, 650 newsmen in special glassed-in press booths equipped with 109 outside telephone lines, and 1,500 athletes using twenty-seven groups of dressing rooms. The structure may be vacated through sixty-two gates in twelve minutes. The adjacent parking lot can handle 12,000 cars.

If, when the International Olympic Committee meets in Mexico City on April 17, it should be decided that Australia cannot accommodate the games in 1956, Italy's Olympic Committee will issue an invitation. If it is not accepted for 1956, it will be extended for 1960. A $16,000,000 program, now half completed, will insure ample facilities for the exhibition. In addition to the new stadium, these will include two minor stadia—one the famous "Marble Stadium," two indoor pools—one for diving, one for training, an outdoor pool surrounded by 20,000 seats, tennis courts in an arena seating 10,000, two indoor sports structures and an Olympic Village to house the athletes.

Health Education

An experiment is being conducted in Milwaukee. Don Dyer, director of recreation, with the approval of the Board of Education, has instituted two courses in sex education, under the leadership of competent doctors, for teen-agers and their parents. These courses—on different nights at different neighborhood centers—are offered once a week, for a ten-week period, for girls and their mothers and boys and their fathers. Neither the teen-ager nor the parent can attend without the other. If the courses prove to be popular, and as the subject is not offered by the public schools themselves, Mr. Dyer hopes to continue them each semester during the spring and fall.

Another innovation is a course in mental health, offered during the semester which began in February, for adults and young married couples.

Safety in Kite Flying

The Department of Water and Power in Los Angeles distributes attractive, three-color posters to instructors, recreation directors and youth leaders, with a letter requesting cooperation in restricting kite flying to open areas or supervised playgrounds or school grounds. The poster emphasizes these three points:

Avoid flying kites near electric lines.

Never use wire or metallic string, and never use metal parts on the kite.

If a kite gets caught in the wires, do not try to free it yourself; call your public utility and a lineman will take it down.

Imagine Being Named for a Park!

When "Stanley Park" Evans of Vancouver, British Columbia, grows up, he will no doubt have some explaining to do. His father named him—because he was born in the middle of the park—while his mother was en route to the hospital.

Special Quantity Rates on Playground Issues

Special, low, quantity rates on back copies of the *Playground Issue* of RECREATION—for the years, 1946, 1949, 1950, 1951 and 1952—are available to those interested readers who send in their orders *first.* These issues are packed with good playground ideas. *Why not pass them out to your playground leaders and planning groups* this year? Also excellent for use in teachers' colleges, college departments of recreation or physical education.

10 copies $2.00
25 copies 4.00
50 copies 6.50

Order immediately from

NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue
New York 14, N. Y.

Playground Housekeeping

The Care of Equipment and Accident Prevention

EVERY PIECE of apparatus used on the Watertown, New York, playgrounds is examined and placed in first class condition prior to the opening of the playgrounds for the season. All bolts have been checked and tightened. New set screws have been installed on all frames, chains repaired on see-saw boards, chair seats of swings examined, cracked boards replaced. Where needed, new concrete footings have been installed at base of frames and poles. In addition to these repairs, all apparatus has received two coats of paint.

It is the duty of the playground director to: prevent mutilation of seesaw boards by the carving of initials, and so on; make an inspection of all apparatus daily, and to tighten bolts when necessary. Any condition of apparatus that cannot be adjusted by the tightening of bolts, *should be immediately reported to a member of the staff, and such apparatus should not be used until the necessary repair is made.* In the interest of safety, this procedure is very important. In addition to tightening all bolts, all swing bearings should be oiled at least once a week.

When the playground is officially closed, all swings are taken down and stored until the playground is reopened. This *is effective at all times.*

The playground director is also responsible for assigning a group of boys to clean up debris and to aid in keeping the playground in a safe and sanitary condition. If this is done at the opening and closing of each session, it occupies but a short period of time.

Some Sources of Accidents or Dangers

Presence of broken glass, protruding nails, tin cans.
Leaving dangerous objects (junk bottles, boxes with nails in them, fruit skins and so forth) on grounds.
Permitting children to play with burning rubbish.
Congestion of activities.
Attempting activities not adapted to grounds.
Riding bicycles across grounds.
Unnecessarily rough play, tripping, pushing.
Climbing trees, fences, shelter houses.
Carelessness in playing "Jack-knife."
Bringing dogs on grounds.
Allowing rough play with dogs or other animals on grounds.
Permitting air-rifles to be brought to grounds.
Using apparatus slippery from rain.
Pools of water remaining after rain, making breeding places for flies and mosquitoes; also the danger of slipping in mud.
Allowing children with contagious skin diseases to mingle with others.
Neglect of first-aid kit.
Running off playground and across the street.
Throwing of stones or other objects.
Swings—Pushing swings that are occupied or unoccupied.
Jumping from moving swing.
Running, chasing, or playing between or around swings.
Holding a baby in lap while swinging.
Two children in swing at the same time.
Inefficient or infrequent examinations of swings; neglect of oiling of bearing.
Climbing on frames of swings.
Swinging too high, causing chains to slacken and yank.
Throwing swings over frame in order to make them shorter.
Running under swings.
Conducting other activities too near swings.
Standing on swings.
Swinging children facing different directions.
Facing the sun while swinging.
Baseball—Presence of broken glass, clinkers and other objects on field.
Permitting spectators to approach too near base line during games.
Standing behind batters.
Throwing bat.
Playing games or "catch" too near swings, sand box, or carrying on activities where children are likely to run between.
Using an untaped bat or a cracked bat.
Playing too near street, and running into street for balls.
Batting flies in too small an area.
Slides—Standing up on slide.
Putting babies on slide.
Forcing anyone to slide, or pushing a person at top of stairway.
Coming down backwards.
Running or climbing up slide.
Playing tag on slide.
Person not on slide taking hold of person sliding.
Infrequent inspection of slides.
Quoits—Horseshoes—Running in front of pitcher.
Pitching too near other activities.
Locating pegs where children are likely to pass between.
Pitching distance too great for proper control.
Sand Boxes—Throwing sand.
Presence of glass in sand boxes—broken or unbroken bottles.
Throwing blocks used in boxes.
Concealing of any hard or sharp substances in sand.
Seesaws—Jumping off seesaw without care for partner.
Standing or walking on seesaw.
Bumping board on ground.
Using badly cracked or splintered boards.

Health Measures

The playground director is instructed to report to the superintendent of recreation, or to a staff supervisor, the name and address, school attended, and grade last semester of any child who shows evidence of what might be a contagious skin disease. He is cautioned to remember that he is not to attempt to diagnose the case, but simply to report the above information.

From *Summer Playground Manual*, Recreation Dept., Watertown, N. Y.

Vincent L. Fowler

The THREE WAY CHECK

Including Requirements and Recommendations

PROFESSIONAL RECREATION PEOPLE and laymen alike have long considered community recreation a mass program. In many cases this was, and still is, true—that is, recreation leaders presented conventional community programs on a quantitative rather than qualitative basis. In recent years the trend has been in the direction of a concept immediately concerned with individual needs, differences, and interests. In Cortland, New York, the Youth Bureau Recreation Commission has fostered a spirit that has resulted in constant progress toward the realization of this recent concept.

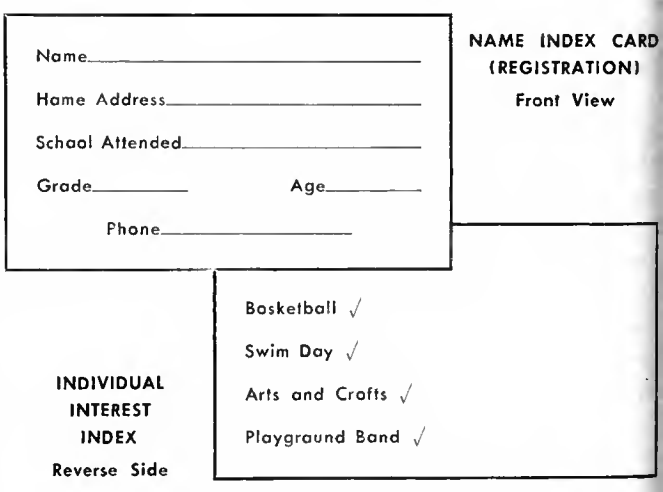
During the 1952 summer program a simple card index system was utilized on our playground areas. This unique system incorporated three specific aspects of a planned recreation program: registration of individuals who came to the playgrounds, checking out of equipment, and procurement of individual interest data.

Each supervised playground area was equipped with two file boxes. The first of these was an alphabetical name file. Every boy or girl coming to the playground and checking out an item of equipment for the initial time had his name recorded on a 3 inch by 5 inch registration card. Included on this individual name card were: home address, age, grade in school, school attended, and phone number. On the reverse side of the individual name card were recorded the items that each particular individual checked out from the equipment shack. Each succeeding time a piece of equipment was utilized, the item was marked by a check on the card. The reverse side of the individual's name card included not only the checking out and in of equipment but also participation of the individual in special events and planned play activities. If a boy signed up for the various field trips, swim days, or other special events, or enrolled in planned play activities such as crafts, these too, were recorded on the individual's card.

Thus, over the summer period we compiled a personal interest index of every individual who frequented the various playgrounds. This data indicated whether an individual's interest was centered on one or numerous activities. This pertinent information will be invaluable in formulating our future summer programs, encouraging the development of the individual, and enriching the needed opportunities which are presented. The same card also provides personal information which the trained playground leader can utilize in his presentation of activities. A glance at the age and grade in school gives evidence to the trained leader of the individual capabilities. These individual capabilities directly influence the level of program planning. The trained leader follows the philosophy, "where a particular individual is, that is where he starts." For example, boys or girls who appear narrow or centered in activity interest may be directed into other beneficial activities of a level dictated by these known capabilities and interests. *All* information on the name index card is vital.

The equipment file was our check out system. In this file we had 3 inch by 5 inch cards which were inserted vertically. On the top of each card was the name of an item of equipment. When a boy arrived to check out a basketball, his individual card was removed from the name file, "basketball" was written on the reverse side of his card. Upon duplicate use of any equipment item, it was simply check-marked each time that specific item was employed by the boy. By merely placing this boy's individual name card in the equipment file behind the card labeled "basketball," we knew the individual responsible for that item. His name card remained in the equipment file until the basketball was returned. At that time his name card was replaced in the name file.

After utilizing this system for only a single summer season, John Moiseichik, the playground supervisor, and his trained staff had but one criticism. It was time consuming, as systems of this nature are. The numerous advantages compensated for this lone disadvantage. The loss of time factor was instrumental in the formation of a Leaders' Club on each supervised playground, thereby relieving the paid, trained leaders of certain duties incurred in the card



index system. These selected people were organized by the trained leaders at their respective playgrounds. Regularly scheduled meetings were conducted to orient the boys and girls of the club in their responsibilities and function in the

MR. FOWLER *is recreation director at Cortland, New York.*

ntegrated program on their playground.

On all play areas, a formal system was utilized in that ne member of the club was always on duty at the play-round building for the purpose of operating the check ystem. This method proved to be the most efficient be-ause duties and responsibilities were clearly defined. The ense of responsibility and social contact involved seemed o appeal, for each play area had sufficient leaders so that o member of the club was required to perform the func-ion longer than one hour a day. Rotation systems were rganized, and boys and girls were actively cooperating nd competing with one another to see who could perform ne most efficient job.

In summation, as the summer program progressed, the hree-way-check was, and will continue to be, instrumental in achieving a community recreation program which meets individual needs and interests.

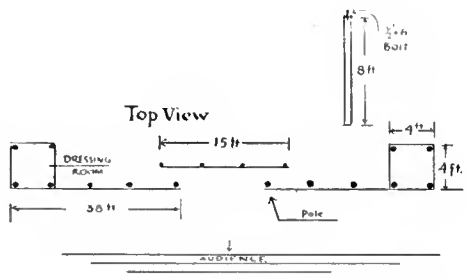
It gave us a control of issue equipment which restricted the possibility of misuse or loss. At the same time an indication of wear and tear on equipment was established by frequency of use, thus, enabling playground leaders to determine replacement needs to a finer degree.

The Leaders' Club innovation was necessary for maximum benefit from the employed trained staff. It is also essential for developing youth leaders who can be utilized by other agencies operating in allied fields.

The system itself is conducive to the progress of the conventional community recreation program which strives to achieve the ultimate objective of a qualitative program as well as quantitative one.

Playground Staging

John Higgins



STAGING FOR a dramatic production of any type was a problem on our playgrounds for many years until we worked out a quickly assembled, easily transported, setting.

The entire unit is made up of three pieces of canvas. Two pieces are 50 feet long and 6 feet wide, the other is 15 feet long and 6 feet wide. The pieces of canvas are provided with reinforced holes or grommets spaced 4 feet apart on each side of the canvas lengthwise. This makes it possible to hold the canvas in a vertical position by means of inserting metal poles in the ground, and hooking the canvas to the tops of the poles. The bottom of the canvas can be tied to the bottom of the poles to prevent movement of the canvas if there is a wind.

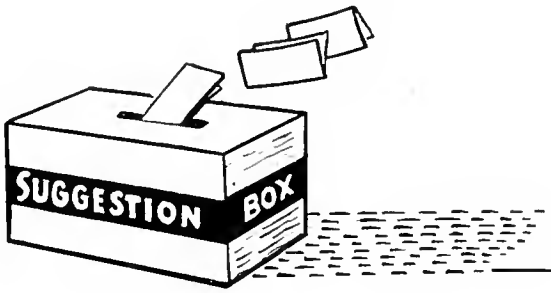
The stakes that hold the canvas in position are 8 feet long and are made of ¾-inch rigid electrical conduit. In the top of each stake there has been inserted and welded a ½-inch, 6-inch-long bolt. This bolt fits the grommet but does not permit the canvas to slip further than to the end of the ¾-inch conduit.

The dressing rooms that are shown in the drawing are made by inserting the poles at the proper distance and folding the canvas around them.

In Hammond, Indiana, the problem of forcing the ¾-inch poles into the ground is no problem because of the sandy condition of our soil. In localities where there is a more compact soil, arrangements should be made to drive the poles into the ground by means of a sledge hammer.

We have found this stage to be very satisfactory because it can be put up in such a short time and dismantled in a much shorter time. The moving of the materials is no problem as the canvas can be folded and the poles can be hauled in any pick-up truck or station wagon.

MR. HIGGINS *is director of recreation in Hammond, Ind.*



Joe's Journal

This sketch of "Joe Recreation" appears on all issues of the journal put out by the Fayetteville (North Carolina) Recreation and Parks Department, and is used as a mascot in connection with the various activities they sponsor. This little character was created to symbolize recreation, and to represent the children served. Why not adopt one of your own, and make it familiar to citizens of your community?

Tips from Reports

• In *Pocatello, Idaho*, the police department cooperates with the recreation department by delivering youngsters to the playgrounds when they find them playing in the streets.

• On *New Orleans, Louisiana*, playgrounds they have good luck with the old tried and true "balloon contest." This is always a spectacular event which attracts public attention. Each child receives a balloon filled with gas and attached to a postcard on which is written the child's name and address. Ballons are set free at a designated hour, and those with cards returned from farthest distances receive prizes. They report that seven hundred gas filled ballons, with string and postcards, have been costing $19.75.

• In *Fayetteville, North Carolina*, another excellent idea is the provision of better picnic areas for family groups. The recreation department has opened one of these in a downtown park for business girls who wish to have their luneh there. Facilities are provided for making hot coffee. This has been a great success.

Pet Ideas for the Playground

(As culled from 1952 District Recreation Conference Reports)

Story-telling Hour—Our program was not a success, so we had the story-teller dress in keeping with a character in story being told. Now instead of a few children for story-telling hour, the playground is packed.
—Rutland, Vermont

Indian Program—Chief Sunrise puts on program—$35 for one performance. Dresses in Indian costume, tells Indian stories and teaches children sign language. Cost shared by PTA's—no admission charge.
—Waterbury, Connecticut

Skip-rope for Girls. Four different groups ranging in ability. We set up eleven foundation steps that they can accomplish. Draw up chart showing progress of each girl in learning the steps. Activity not competitive.
—Franklin, New Hampshire

Sidewalk Art Show—We hung volleyball nets from tree to tree in park and hung paintings on nets. People of town were very interested in children's art work.
—Newport, Rhode Island

Equipment. Tiles and concrete blocks are used for playground equipment.
—Flint, Michigan

Playground Mothers' Clubs. These clubs are thirty-five years old in our community. Thirty-eight are now in operation, supporting program and raising money.
—Cincinnati, Ohio

Playmobile. To provide additional reereation service for needy congested areas where there are no playgrounds, the Detroit Lions Club and Department of Parks and Recreation have a traveling playgrounnd, known as the Playmobile. This is a trailer with permanently installed baby swings, sand box and carnival-canopy, with movable equipment for crafts, games, sports. Pulled hy a tractor, the Playmobile makes two stops a day for eight weeks. Forest Gustafson, superintendent of recreation, writes further: "The Playmobile consists of a low frame trailer fifteen feet by forty feet. The Lions Club paid $1,500 and also secured the loan of tractnr. The Department of Parks and Recreation equipped the trailer at a cost of $1,500 and provided two leaders to supervise activities. Ten sites were selected in congested areas of the city; some of these locations were on small school grounds, others were in the street. Where street locations were selected, arrangements were made with the Police Department for proper safety control during the periods of play."
—Detroit, Michigan

Installation of Equipment

Proper construction, installation, maintenance and use of swings, slides and other equipment are prime requisites for promoting safety on playgrounds. First of all, the apparatus must be well-designed and ruggedly built so as to assure many years of perfect, repair-free service before maintenance becomes much of a problem.

When purchasing equipment, you will be safe if you specify certified Grade A malleable frame fittings of the clamp type, tested to 50,000 pounds tensile strength, fully guaranteed against breakage. You should avoid threaded fittings, grey iron fittings or fittings which necessitate drilling the top beams of swing or combination unit frames. All such fittings reduce the strength of the equipment, multiply maintenance and repair costs, and reduce the safety factors so essential in apparatus for public use. Avoid makeshift, unsightly welded joints or fittings, for welding in many ways complicates the work of installation, makes repair or replacement doubly difficult and increases the freight rate. Welding destroys the protective zinc coating of the galvanized finish, also. Where malleable fittings of the clamp type are employed, pipe members normally take the lower "pipe" rate, not the higher "apparatus" rate.

It is also very important that playground equipment be correctly installed, with adequate concrete footings and perfect alignment of all frame members to assure maximum structural strength and rigidity.

With a view toward safety, apparatus should be installed at the proper heights for respective age groups. In addition, a careful thorough maintenance program will avert playground accidents. Inspect equipment regularly. Defective equipment should be promptly taken out of use and repaired. Hazards under apparatus, such as exposed pipes and unsafe surfacing, should be removed. Pits of sand, tanbark, sawdust or shavings should be placed to cushion possible falls.

All repairs should be made thoroughly and in a workmanlike manner. Each individual piece presents its own peculiar safety aspects with regard to construction, installation, maintenance and use.—*William J. Duchaine*, American Playground Device Company.

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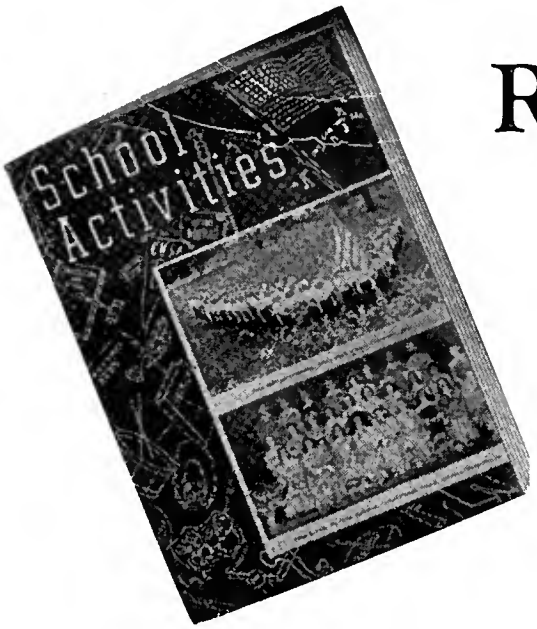

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Personnel

W. C. Sutherland

A Look at the Picture in 1952

Leadership continued to be the num-er one problem and concern of many ties. More extensive recruiting was rried on in an earnest attempt to se-ıre and maintain high standards in a eriod of personnel shortage. Recrea-ɔn positions are being defined more early and extensively with increas-g evidence that selection is receiving ore careful attention. Twelve thou-nd copies of a new recruiting bro-ıure, *Recreation A New Profession in Changing World* were sent out upon quest during 1952, reflecting new ıd increased recruiting activity.

Although salaries continued to show creases, they have not caught up ith the increased cost of living. Also e rate of increase has been greater other professions which has made lary one of the most difficult prob-ms in the attracting and placing of ıalified workers.

The placement of executives, as in receding years, was most active in the naller cities. Ninety per cent of the p executive positions filled in 1952 ere in cities under 50,000 popula-on; seventy per cent were in cities nder 25,000; fifty-seven per cent in ɔmmunities under 15,000 population nd forty-three per cent were in cities nder 10,000 population.

The salary range for executive place-ents was $3,000-$10,000. Positions ı some of the larger cities turned over ɔr the first time in several years, in-uding Philadelphia, Pennsylvania and akland, California.

Training programs increased as re-ected in the number of institutes, orkshops, and conferences as a part f in-service training. Likewise, pro-ssional recreation curriculums at col-ges and universities were improved nd the number of scholarships, fellow-hips, and interships increased.

The study of leadership and train-ng needs in the southern region is rogressing and when complete will be n aid in solving the training problem for the southern states. The regional approach to professional education which is being used by the Southern Regional Education Board should influence the quality as well as equalize other opportunities for training on a geographical basis for both White and Negro students.

Another important development in 1952 was the appointment of the National Advisory Committee on Personnel to work with the Association. Reports of five major subcommittees have been appearing in RECREATION.

Recent Appointments

Willis Baker—Superintendent of Recreation, Lincoln, Illinois.

David P. Barry—Superintendent of Recreation, Watertown, Wisconsin.

Eugene Chubb — Superintendent of Parks and Recreation, Portland, Indiana.

Keith Clark—Superintendent of Recreation, Ottawa, Illinois.

Richard L. Cooper,—Director of Recreation and Adult Education, Whitefish Bay, Wisconsin.

James H. Grooms—Superintendent of Parks and Recreation, Wellesley, Massachusetts.

Roy B. Gunderson—Director, Highland Community Center, Park and Recreation Department, Bellevue, Washington.

Gwendolyn Hawkins—Girls' Worker, Community Workers Association. Newburgh, New York.

Clarence E. Hunsinger—Superintendent of Recreation, Athens, Pennsylvania.

Robert E. Kresge—Superintendent of Recreation, Charleston, West Virginia.

Gene Landy—Youth Recreation Director, Sierra Ordnance Depot, Herlong, California.

Donald B. Latshaw—Superintendent of Recreation, Chambersburg, Pennsylvania.

Evah M. LeRoy—Assistant Director, Chambersburg Community House, Trenton, New Jersey.

Joe Mason—Superintendent of Recreation, Daytona Beach, Florida.

Bret McGinnis — Superintendent of Parks and Recreation, Poplar Bluff, Mississippi.

Herbert McMichael—Superintendent of Recreation, Easton, Pennsylvania.

Joseph G. Renaud—Superintendent of Parks and Recreation, Oceanside, California.

Herbert K. Vetter—Recreation Supervisor, Recreation Department, Newport News, Virginia.

Earle D. Whitney—Superintendent of Recreation, Butler, Pennsylvania.

MR. SUTHERLAND *is the director of the Recreation Personnel Service of NRA.*

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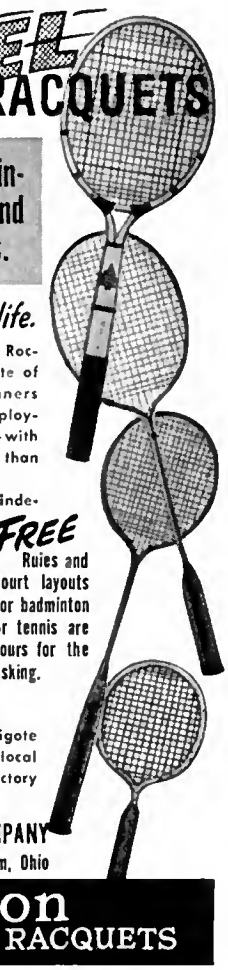

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Recreation MARKET NEWS

Watercycles

Small pleasure craft which pedal and steer just like a bicycle and are built for use on lake, pond or pool are the Watercycles. According to their manufacturer, simplicity and dependability of design and quality construction ensure ease of operation, safety, seaworthiness, and years of usefulness with minimum maintenance. Stable, nonsinkable and swamp-proof, they are streamlined to ride over waves easily and are exceptionally maneuverable. There are no exposed parts to endanger swimmers.

Watercycles are available in three different sizes: the junior model for children up to eight years old; the senior model for older children, teenagers and adults; and the companion model for two riders. For information write to The Selleck Watercycle Company, Inc., Boca Raton, Florida.

Plastic Floor Finish

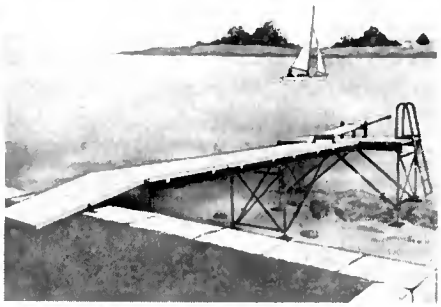
A new transparent plastic floor finish which produces a non-slippery, long-lasting finish has been announced by the manufacturer. Called Skid-Not, the new product is a colorless liquid which is reputed to form an attractive, semi-gloss, non-glare finish that lasts three to four times as long as wax and eliminates the necessity for frequent revarnishing. It can be applied over varnished or enameled wood, rubber or asphalt tile, cork, terrazo or magnesite floors.

For information write to The Monroe Company, Inc., 10703 Quebec Avenue. Cleveland 6, Ohio.

Demountable Pier

The Hussey Manufacturing Company has announced the addition of a new, improved steel landing pier to their line of watersports equipment.

Built in demountable sections, the pier can be erected and taken down quickly and easily without skilled help. Storage in small space is possible when pier is disassembled. The vertical steel supports are adjustable at both top and bottom to allow for unevenness of the bottom and the rise and fall of water during the season.



Sections are so designed that any length or any shape pier desired is available. Additional sections may be added at any time, and a diving board may be installed without affecting the stability of the pier.

A water sports catalogue, giving complete details of the pier and other equipment, is available on request from the Hussey Manufacturing Company, 5316 Railroad Avenue, North Berwick. Maine.

For Your Information

Many manufacturers of products widely used in recreation centers have available free informational materials on the planning, construction and maintenance of facilities and equipment. Listed below are a few of the pamphlets which may be obtained by writing to the companies.

Modern Methods of Floor Care (ED 156); *Proper Care of Asphalt and Rubber Tile* (ED 136); *Information Sheet on Dance Wax* (ED 127); and *Three Easy Recipes for Finishing Furniture.* Consumer Education Director, S. C. Johnson and Son, Inc., Racine, Wisconsin.

Hillyard Handy Maintenance Manual; Modern Maintenance; The Way to a Beautiful Floor; and *Floor Treatment and Maintenance Job Specifications.* Hillyard Chemical Company, St. Joseph, Missouri.

How to Varnish or Lacquer Unpainted Furniture; How to Enamel and Finish Unpainted Furniture; and *How to Finish Marred Furniture.* Minnesota Mining and Manufacturing Company, Dept. HTD2, 900 Fauquier Avenue, St. Paul 6, Minnesota.

Standard Sports Areas for Industrial, School and Public Recreation, William J. Duchaine, American Playground Device Company, Nahma, Michigan.

Field and Court Dimension Chart; and *Weight Chart.* MacGregor Goldsmith, Inc., 4861 Spring Grove Avenue, Cincinnati 32, Ohio.

Concrete Swimming Pools. Portland Cement Association, 33 West Grand Avenue, Chicago 10, Illinois.

Planning Your Playground. J. E. Burke Playground Equipment Company, Fond du Lac, Wisconsin.

Baseball and Softball Books

With the 1953 baseball season underway, Hillerich and Bradsby's annual baseball publication, *Famous Slugger Year Book,* is of interest to fans and players throughout the nation.

This year's edition includes pictures of the past season's outstanding sluggers, records, hints on how to bat and highlights of 1952 outstanding baseball events.

Some time ago Hillerich and Bradsby released their 1953 *Official Softball Rules* which also contains pictures of winning teams and records of the 1952 softball season. The two books may be obtained, free of charge, from sporting goods dealers throughout the country.

On the Campus

Betty W. Jacob

Institutes in Wisconsin

Plans are now under way for two institutes to be held in June at the *University of Wisconsin's* Camp Upham, t Wisconsin Dells, sponsored by the niversity's recreation curriculum. The rst will be a three-day leaders' institute for municipal and school employes who conduct summer recreational rograms on a seasonal basis; and the econd will be a week-long gathering or prospective teachers and recreation eaders, in which the natural environment of the camp will furnish both the lace and materials of learning.

Drama in Ohio

The second season of Shakespeare-nder-the-Stars, presented by the Antioch Area Theatre this summer, will erve as the prologue to the events of *Antioch College's* centennial year, to e observed in 1953-54. Eight plays—he Greco-Roman Chronicles—will be taged, in general as were the seven Chronicles of the Kings in last year's ummer-long Shakespearean festival, vhich was so widely acclaimed. It is oped that an educational symposium n Shakespeare, which may be of interst to teachers, will be held during the resentation of the plays.

Exciting Experiments Afoot

Antioch has acquired a foundry uilding, on the edge of the campus, vhich will be remodeled to provide the ollege with an assembly hall and to ouse the Antioch Area Theatre. An ngenious, flexible plan for the physical rrangements of the auditorium has een developed by the theatre staff, vith architects and college authorities. eats will be mounted in movable roups on specially designed platforms f various heights. An overhead foundry crane will shift the platforms and stage units quickly, making it possible to arrange any desired setting for audiences of 200 to 1,350 persons. In addition to exciting possibilities for the theatre, the plan will allow the college to experiment with large audience situations in its educational program.

After S. I. U.—What?

In the spring, a student's fancy lightly (?) turns to thoughts of a career (our apologies to Alfred Lord Tennyson), and students of *Southern Illinois University* were given an opportunity to do something about it on February 10 and 11. The Southern's Second Career Conference, during which more than fifty sessions were conducted, was held on the campus. The session on Recreation and Group Work was conducted by Robert L. Horney, NRA Great Lakes district field representative. Opportunities in the recreation field were discussed from the standpoint of the importance of recreation as a profession, the nature and conditions of the work, methods of recruitment, requirements, general advantages and disadvantages and rewards.

Within a short time, the university is planning to start the development of a campus picnic and recreation area near the present campus for the use of students.

Southern Visit

Another of the National Recreation Association's representatives, W. C. Sutherland, visited the *University of Kentucky* during the last week in February, upon the invitation of Dr. Earl Kauffman, director of the recreation curriculum. Mr. Sutherland, who is in charge of the NRA Personnel Division, conferred with fourteen recreation majors concerning their future careers.

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Recreation Bibliography. Washington 6, D.C. AAHPER, 1201–16th St., N.W., 1953.

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A complete list of publishers and their addresses appears in the appendix.

Desirable Athletic Competition for Children

Guiding principles for recreation leaders, administrators, teachers and parents conducting programs of athletics for elementary school age children. Report is based on recommendations of competent pediatricians, cardiologists, physiologists and orthopedic surgeons.

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Listening and Viewing

An "Up-and-Coming" Hobby

Do you collect phonograph records, or do you have a few old ones buried away somewhere? Reliable informaton as to their value may now be obtained from *Price Guide to Collectors' Records*, edited by Julian Morton Moses, $2.50. An original 1903 De Reszke Columbia disc is valued at $150, and, among others, five thousand Victor Red Seal records are evaluated and priced. The collection of old records as a hobby was described in an article in the November 17, 1952 issue of *Life*, in which a previous book written by Mr. Moses, *Guide to American Recordings 1895-1925*, $3.75, was mentioned as the principal reference volume. Both books are available by mail, postpaid, from American Record Collectors' Exchange, 825 Seventh Avenue, New York 19.

Films for Pet Owners

Canaries Are Fun, color film made for the R. F. French Company. From Princeton Film Center, Incorporated, Carter Road, Princeton, New Jersey.

The Private Life of a Cat, black and white, twenty minute, winner of Cleveland Film Festival 1952 award. From Film Publishers, Incorporated, 25 Broad Street, New York 4, rental $6.00.

Out of the Heart, black and white, eleven minute, film produced with the Massachusetts S.P.C.A., about a boy and his dog, with film text. From same publishers, rental $4.00.

Training You to Train Your Dog series, three films, black and white, twenty, thirty-two and twenty-seven minutes, narrated by Lowell Thomas. May be rented from local S.P.C.A. or local audio-visual dealer, or information from Film Publishers, Incorporated.

Lots of Glory—Bit of Cash

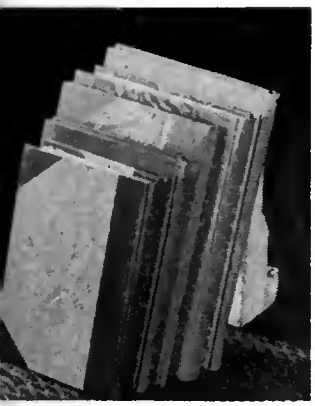
Amateur moviemakers may now have their day on TV! The Lakeside Television Company, 1465 Broadway, New York 36, if they think the film can be used, will copy it, edit the copy and add a sound track. It is then distributed to TV companies on a percentage basis. Write to Mr. Richard Stevers at Lakeside, about your films *which have been shot at twenty-four frames a second*. The films may be black and white or color; the subjects may be animals, people, sports, customs or adventure—not static shots or scenery alone. No harm will come to the original film and its owner is free to use it—a professionally edited movie—for non-commercial showings. The idea presents an exciting goal for an amateur movie group to shoot for, and offers a suggestion to the recreation center's program leader. The company suggests that, although the film's owner may never become wealthy through the sale of film, his original costs will probably be returned—with a bit of cash to spare.

The Lakeside Television Company is presenting, for television use, a new *Wild Life Series*. Thirteen films concern individual animals in their natural habitats, two are devoted to snakes, three to marine life, and one each to the circus and bullfighting. Nature group leaders might check with nearby television stations as to if and when these films are scheduled for local programs.

Economy Notes

The Chicago Schools Journal for November-December, 1952, carries an article by Philip Lewis, entitled, "The Old Can Be New in Audio-Visual." Simple changes that can be made to existing audio-visual equipment to extend and expand its usefulness are outlined, covering the phonograph, projectors, tape recorder, radio and television receiver. Some new accessories are also mentioned.

Reference is made to "Salvage That Filmstrip," by Gordon K. Butts, in *Educational Screen* for September, 1952, in which a suggestion is made for salvaging old movie films. Individual frames that are still in satisfactory condition can be trimmed from the reel and slipped into notched, two-inch square, cardboard mounts, to be used as slide sequences.



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Covering the Leisure-time Field

reative Dramatics for Children

Frances Caldwell Durland. The An-ch Press, Yellow Springs, Ohio. Pp. 1. Paper $1.50, cloth $2.75.

A few weeks ago, the *Saturday Re-ew of Literature*, in its section "S. R. es to the Movies," made the per-ent statement that there is a vast fference in the European and Ameri-n child actor. The criticism was inted not at the child himself but at s directors (especially the Hollywood riety) who visualize the child's mind rough their own adult mental proces-s. The way in which a child ex-esses his own natural childlike ideas d responses may be very different om that of the directors which the ild actor must accept and adopt.

This point of view is significant be-use this reference was made to the ofessional child actor. It is interest-g, therefore, that Mrs. Durland ex-esses the same idea in her manual creative drama, which recognizes e dramatic power of any child.

Because, generally speaking, adults n rarely place themselves in the im-gination of the child, or understand s thought processes, or appreciate his nse of humor, we need a body of ills, techniques, a philosophy and a sion whereby to lead every child into release of his imaginative emotional wers, and a creative development of s own personality.

Those persons already working in e area of drama creatively conceived ll be grateful to Mrs. Durland for r help in showing a bit more clearly e "how" of such development.

The question does arise, however, as how practical this manual would be the uninitiated. This reviewer tried read with such persons in mind. rhaps the answer is, that since this anual developed out of class experi-ces and group research, a prospective ader should first take a course—even brief one, in necessary skills and tech-ques. The manual would then be in-luable to teacher or leader. This is in no way an adverse criticism of the manual itself, but rather an awareness of the power which must be inherent in such a leader, the skills which must be utilized and the values which should result.

Notwithstanding the above state-ment, here are some chapters which may serve any teacher or leader, even the beginner. "Source Material for Creative Dramatics," "Technique of the Story Drama," "Suitable Dramatic Material." "Analysis of Stories"—Chapter VIII—will serve to make any creative activity of greater value.

In addition, the author has rendered a very real service in the chapters "Creative Directing" and "Specific Re-hearsal Problems." If the teacher or leader working, even in the area of more formal dramatics, will study and follow these two chapters much of the unimaginative directing on high school and adult levels will be eliminated.

I would suggest that any person de-siring to broaden his skill in teaching or direction, or to enlarge his vision of the true meaning of the creativeness in drama, would do well to include this book in his library.—*Grace Walker*, Creative Recreation Leadership Train-ing Specialist, National Recreation As-sociation.

Animals Under Your Feet

Ivah Green. Grosset and Dunlap, New York 10. Pp. 129. $2.75.

This delightful new kind of nature book for youngsters tells the real-life stories of seventeen different animals whose homes are underground and who are literally living right under your feet! Its author, formerly a teacher of reading, literature and music in the middle grades, has also taught college courses in education and children's literature. She not only knows chil-dren, but how to tell a story. Some of the animals that she describes are the gopher, woodchuck, mole, and such small creatures as bats, crickets and worms. Chapter titles are intriguing, such as "An Upside-down Sleeper," "Beware the Trap Door," "Groceries Under the Bed," "We Ride the Wind," and others. Excellent photographs and sketches make the book appealing.

The Junior Book of Insects

Edwin Way Teale. E. P. Dutton and Company, Incorporated, New York 10. Pp. 249. $3.75.

This is a seventh and revised edition of a successful book on this ever-fasci-nating subject, in which little has been changed, but to which a number of things have been added. As Mr. Teale points out, "The ways of insects alter little; it is our knowledge of them that continues to expand." If you have missed this in the past, be sure to add it to your library now, for you will find it filled with invaluable suggestions for a playground, camping or nature program, or for starting a new and absorbing hobby. It includes instruc-tions for the building of an ant house, the keeping of bees, hunting with a flashlight, collecting with a camera, the keeping of an insect zoo, and other thrilling projects, as well as chapters on various insects.

The Rhythmic Program for Elementary Schools

Grace Fielder. The C. V. Mosby Company, St. Louis, Missouri. Pp. 244. $3.50.

This excellent presentation of the various phases of a well-rounded pro-gram of rhythmic activities, although slanted toward elementary school teach-ers, and designed as a textbook for college and university teaching courses, should prove a boon to recreation lead-ers as well. It is a combination of teaching suggestions and material ar-ranged in the order of increasing com-plexity for maturing children. The ma-terial is well presented, and includes not only instructions for the rhythms themselves *with music*, but carries sec-tions on the principles and methods of teaching, the selection of activities ac-cording to the normal characteristics of different age groups, and a discus-sion of types of possible accompani-ment to rhythmic activities. Content of a rhythm program for the year is broken down into three types of activi-ties: fundamental rhythms, creative rhythms, folk dances and singing games. This material is not highly technical and should be understand-able to the non-specialist.

COMING EVENTS

1953

The spring and early summer months offer a galaxy of days and events to encourage a wide variety of program planning. There are some holidays which are an occasion for gay decorations and festivities—others which call for more serious observances; days of historic significance which should inspire good bulletin board displays, dramatic activities, quiz programs; and days devoted to members of the family which can motivate a surge of gift making activity in the craft shop. Don't overlook a single opportunity to make—and keep—*your* program alive and interesting.

APRIL

1	April Fool's Day
1-30	National Hobby Month
1-7	National Arts and Crafts Week
1-8	National Laugh Week
3	First Pony Express (1860)
5	Easter
6	Army Day
6	Peary reached North Pole (1909)
8-15	National Collectors Week
12	Daughter's Day
12	Founding of Playground Association of America—*forerunner of National Recreation Association* (1906)
12-18	Pan American Week
13-19	National Boys' Club Week
13-19	National Sunday School Week
14	Pan American Day—*Americans United for Peace and Progress*
16-23	National Gardening Week
17-23	National Coin Week
18	Paul Revere Ride (1775)
19-25	National YWCA Week—*For Good Fun, for Good Health, for Good . . . Join the YWCA!*
19	Patriots' Day—*in commemoration of Battle of Lexington and Concord*
20-25	American Camp Week
22	First Arbor Day—*celebrated in Nebraska* (1885)
22	National Social Hygiene Day—*Youth Needs You*
24-30	National Sports Week
25-May 2	Boys and Girls Week
26-May 2	National Baby Week

MAY

1	May Day
1	Child Health Day
3-9	Be Kind to Animals Week
3-10	National Music Week—*Enrich Your Life with Music*
5	Derby Day
8	V-E Day
10	I Am an American Day
10	Mother's Day
10	National 4-H Sunday
10	First Continental Railway completed (1869)
11-16	National Cotton Week
12	National Hospital Day
16	Armed Forces Day
18	World Good-Will Day (formerly Peace Day)
18-23	World Trade Week
21	Lindberg completed first solo non-stop transatlantic flight (1927)
21-June 21	Father-Child Month
22	National Maritime Day
22-30	"Buddy" Poppy Week (VFW)
30	Memorial Day (Decoration Day)

JUNE

14	Flag Day
14	Children's Day
14-21	Father-Son Week
16	Start of the Alaska Gold Rush (1897)
17	Bunker Hill Day
17-24	National 4-H Club Camp
21	Father's Day
21	First Day of Summer—*longest day of the year*
21-27	National Swim for Health Week
24	Midsummer Day
25	Battle of Little Big Horn—*Custer's last stand*
28	Paul Bunyan Day

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Recreation Leadership Courses

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April and May 1953

HELEN M. DAUNCEY Social Recreation	Edinburg, Texas April 13-16	W. P. Ward, President, Pan American College
	San Marcos, Texas April 20-23	John Flowers, President, Southwest State Teachers College
	San Antonio, Texas April 27-30	Olin LeBaron, Executive Secretary, Community Welfare Council, 114 Auditorium Circle
	Cedar Falls, Iowa May 28-29	John C. White, Director, Recreation Commission
ANNE LIVINGSTON Social Recreation	Danville, Virginia April 13-16	V. C. Smoral, Recreation Department
	Raleigh, North Carolina April 20-23	J. M. Chambers, Director, Parks and Recreation
	Concord, New Hampshire May 1-2	Donald F. Sinn, Recreation Director
MILDRED SCANLON Social Recreation	Hammond, Indiana April 13-16	John Higgins, Recreation Director, Board of Parks and Recreation
	Cedar Rapids, Iowa April 20	John Nevin Nichols, Superintendent of Recreation, 601 City Hall
	Iowa City, Iowa April 21	Robert A. Lee, Director of Recreation, Recreation Center
	Davenport, Iowa April 23	Ted Corry, Director of Recreation, 236 West Central Park
	Fairfield, Iowa April 24	Iowa Recreation Workshop, c/o John Nevin Nichols, Superintendent of Recreation, 601 City Hall, Cedar Rapids
	Atchison, Kansas April 27-30	Wayne Bly, Director of Recreation, Recreation Commission, City Hall
FRANK A. STAPLES Arts and Crafts	Kingsport, Tennessee April 13-23	W. C. Mellorris, Director of Recreation, Department of Recreation
	Marshalltown, Iowa May 11-21	A. Edmund Olsen, Marshalltown Recreation Commission
	Jefferson City, Missouri May 23-29	Robert L. Black, Community Recreation Assistant, State Office Building
GRACE WALKER Creative Recreation	Buffalo, New York April 28-29	Randolph Mineo, Director of Recreation, Department of Parks

District Conferences

Members of the National Recreation Association leadership training staff will be attending the following District Conferences where they will have some part in the conference programs and where they will be available for consultation on leadership training problems:

Miss Dauncey: Southwest District Conference, April 9-11, Hotel Driskill, Austin, Texas; *Miss Scanlon:* Midwest District Conference, April 9-11, Paxton Hotel, Omaha, Nebraska; New England District Conference, May 12-15, Hotel Viking, Newport, Rhode Island; *Miss Walker:* Great Lakes District Conference, April 8-10, Van Orman Hotel, Fort Wayne, Indiana.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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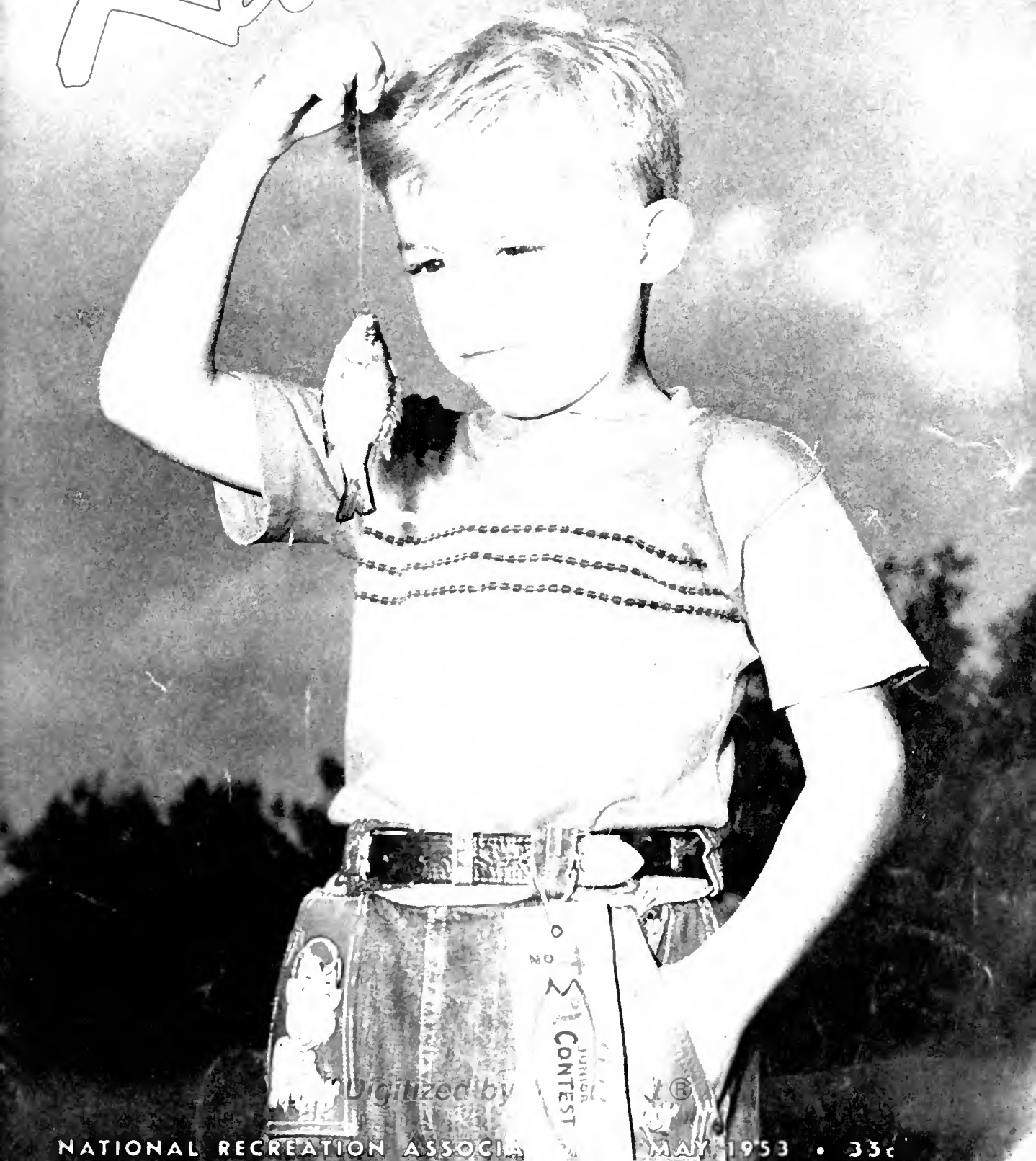

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NEW RECREATION BIBLIOGRAPHY

Recreation Bibliography. Washington 6, D.C. AAHPER, 1201–16th St., N.W., 1953.

71 pp. $1.00

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A complete list of publishers and their addresses appears in the appendix.

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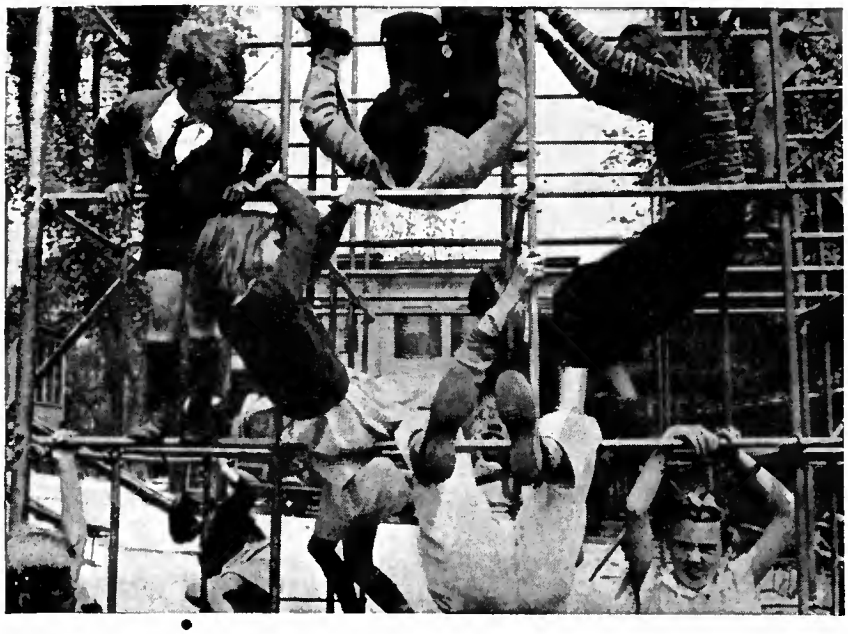

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Vol. XLVI-A Price 35 Cents No. 2

On the Cover

FISHERMAN'S LUCK! Boys of today are introduced to this favorite of all sports by local recreation departments. Photo courtesy of Francis S. Peteresak and the Metuchen, New Jersey, Recreation Department.

Next Month

June stands on the threshold of summer and of outdoor activities for all. Because RECREATION is not published in July and August, the June issue will therefore carry suggestions for a lively and interesting summer program. Among other articles will be "How Much Money Should be Spent on Community Recreation?" "Maturing of Golden-Age Camping," "Israel Dances in America," "Safety in Camping Skills," "Farm Hospitality Program."

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

The Spice of Life

George S. Stevenson, M.D.

• Variety itself cannot savor our lives. The spice of life lies rather in the discovery of the talents, aptitudes and interests that lie deep within us and in the exercise of those qualities. We are fortunate if our daily work happens to give us the satisfaction that comes from being ourselves to the fullest. Then without further enrichment we are in a state of continuous growth of mind and spirit—each day we are recreated to a higher plane. But in the narrowly specialized urban industrial life of today one's job is seldom so fulfilling. For most of us something more is needed to make life complete. We need additional opportunity to sound and express the potentialities that are within us, and in that process get the thrill of growth that tells us we are living. That is recreation.

There is one essential to recreation. It must be free—not strained—but spontaneous. In that sense it must be leisurely, that is, the person, not the clock, must be leisurely. Recreation cannot be simply a time filler, a spare-time function. In fact, the time used in recreation may be the wisest use of that time. On occasion recreation is even a more important use of time than is eating, sleeping, or working.

Recreation is conducive to mental health when it is genuine. Its spontaneous quality is the best insurance of its genuineness and of its integrative value. This spontaneous recreation is quite different from recreation which is prescribed as a cure. To the shrunken soul, recreation may in truth be therapeutic, even though its spirit is generally more positive—to make the strong stronger.

It is something of a travesty on recreation to call it "recreation therapy" and thereby try to crown it as a justification which obscures its inherent positive virtues. But too often recreation in our clinics and mental hospitals is hard to sell to those who hold the purse strings without tagging the word "therapy" to it. This is because recreation is not otherwise seen as a basic need of life, but rather as a frivolity.

There are those who give recreation a lower value than other aspects of living and think of play as one of those unessential, even if pleasant, things identified with the irresponsibility of childhood. Not infrequently our school boards fail to authorize the facilities and personnel that are needed to give the child an opportunity to play, to become familiar with his inherent talents and aptitudes. They prefer to fill him with the content of our ready-made culture, and fail to strengthen his potential for adding to it. An unbalanced life and even mental ill health can come from carrying such a viewpoint into action. For those who have suppressed the ability to play, a designed recreational prescription may be required before spontaneity can have its day. But prevention of such a status is to be preferred to its correction.

To speak of recreation as therapy is unfortunate for two reasons. On the one hand to tag recreation indiscriminately as therapy excludes its intrinsic value to which no added justification is needed. On the other hand, calling it therapy may be misleading. It may create a confident belief that a scientifically justified therapy has been worked out which permits recreation to be prescribed, as are true therapies. Specifically in relation to illness the scientifically tested therapeutic use of recreation still awaits research.

As with food, recreation is good for everyone, sick or well, but it may be therapeutic when a deficiency is found that calls for its specific use. There is much still to be learned about the therapeutic application of recreation, but to advance our knowledge we must be clear that as yet we are grossly ignorant of its therapeutic potential. For the healthy person it is well to remember that play along with eating and sleeping is a foundation of growth of the mammal—turbulent and reckless in the young—integrated into the economy of life as maturity is reached. Play is thus a part of the healthy development of behavior and mental health.

Recreation is, therefore, an essential part of the interest of the National Association for Mental Health in preserving mental health. It is appropriate to include it in the observance of National Mental Health Week which the National Association for Mental Health is sponsoring the week of May 3-9.

DR. STEPHENSON *is on the board of directors of the National Association for Mental Health, Incorporated, New York.*

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Letters

Recruitment of Students

Sirs:

I listened with attention to Charles Brightbill's presentation of ideas concerning screening of new students for recreation at the National Recreation Association Congress in Seattle, carefully read his recent article, "Undergraduate Training," in the December 1952 issue of RECREATION, and feel that I should take this opportunity to express a different point of view concerning this problem. I believe no student should be refused admittance to the recreation curriculum. I believe I am not alone in this point of view and it represents a totally different approach to the problem of selection of students for professional preparation in recreation than he has expressed.

I contend that we have no testing instruments either objective or subjective that can predict the future of immature people with any degree of reliability. I believe the people who have devised and are working with the objective tests we use would be the first to say they are not infallible. One only needs to read of the accounts where IQ scores have been raised or lowered several points by such things as emotion, eyesight, hearing, exhaustion, language difficulties, general academic background, and the like, to realize that even with the advances we have made in testing, they are far from perfect. If a test is not perfect, have we the right to interpret this questionable result as a basis for refusing admittance to the curriculum?

To base a judgment concerning the future of an individual upon any subjective methods such as personal references, interviews, and so on, is even more unreliable and subject to the foibles of man than the tests he devises. Humans are so complex we wonder if we ever know them and to base any judgments on an interview, even when you have the person's recorded background, seems to me to be totally undemocratic as well as subject to the limitations of the interviewer who is a human.

I do not wish to leave the impression that we should not use these objective and subjective devices but I do not think they should be used to admit or reject students from entering the recreation curriculum. Quite to the contrary, I would like to see these tests, as well as others devised and the old ones remodeled, used to help the student gain insight to his or her strengths and weaknesses.

I believe we should *admit all* students to the recreation curriculum, in fact urge as many as possible to enter, and hold our standards within the curriculum to such heights as to assure those who complete the course that they have grown and developed to a point where they are capable of making a worthy contribution to recreation in some capacity.

This idea of allowing any to enter is entirely consistent with our democratic principles and with a basic philosophy in our country of providing equal opportunity for all. It is further consistent with the basic tenet that education is a process of change. We must accept the challenge and devise methods of effecting change in these students so that we will have a graduate who can and will make a contribution to recreation.

DR. WILLIAM J. TAIT, *Director of Recreation Curriculum, Florida State University.*

▶ Mr. Brightbill's reply to the above letter follows.

Sirs:

I was delighted to hear Dr. Tait's thinking on the business of selecting students to undertake training in recreation and I subscribe to the principal thesis he expounds.

To be sure, any process which arbitrarily excludes candidates from an opportunity to pursue the kind of education they earnestly seek is highly questionable. On the other hand, there is nothing undemocratic in trying to get the round pegs in round holes. Certainly, mistakes will be made, but then all life is made up of calculated risks and an orderly plan of selecting stuents—based on common sense and good judgment—is not an exception. If the resources with which to provide training were without end, your case would be airtight. But this is not so.

Without prolonging the discussion, I rather suspect that, as usual, the proper solution lies somewhere in between "selection" and the "open door" policy.

CHARLES K. BRIGHTBILL, *Professor of Recreation, University of Illinois.*

▸ We are most desirous of hearing further expression of opinions on this subject and shall be glad to pass them on to our readers via this page in RECREATION. Please keep your letters as brief as possible.—Ed.

Listing Pays Off

Sirs:

Your thoughtful mailing to us of a tear sheet from RECREATION, carrying the listing of *A Calendar of Parties*, Broadman Press, is deeply appreciated. You may be interested in knowing that we have personally received many letters which have been forwarded from Nashville. I have been informed that many of the Baptist Book Stores have also received many inquiries and orders as a result of this inclusion.

JACK B. FELLOWS, *Fel'crest Enterprises, Incorporated, Kansas City 2.*

A Once Genial Art

Sirs:

The Roving Editor inadvertently let a cat out of the bag in his report in *American Squares* (February, 1953).

No more pointed index has been given us of the sad state to which square dancing has degenerated than his admonition on programming: "And don't forget the mixers and fun dances." When callers have to be reminded to include mixers and fun dances in their programs, what has happened to the jolly fellowship once inherent in the square dance?

The irony is even more dismal when we consider that the admonition refers to only part of the program being set aside for fun dances. Surely, all square dances should be fun dances.

The grim seriousness with which many square dancers of today take their "fun" is a melancholy reflection on the dying of a once genial folk art.

There is no mystery in the appalling death rate of square dance clubs in certain western areas. Let us, however, not mourn their passing. Rather, let us resurrect the old-fashioned fun and fellowship that had been buried by them.

ARTHUR KATONA, *Golden, Colorado.*

Sidelight

▸ An interesting little sidelight on Lummi Sticks (See Letters, March 1953 issue): Mildred Scanlon of the NRA leadership training staff has just notified us that Mr. Hans Thompson, whose letter appeared in last month's magazine, is the person who taught her to play Lummi Sticks—at the Northwest District Conference at Moscow, Idaho, two years ago.—Ed.

Bread Upon the Waters

Sirs:

Three years ago we were approached by a group of men interested in Barber Shop Singing, asking if we would consider sponsoring a local chapter of the S.P.E.B.S.Q.S.A. as an adult activity in the recreation program. A place was needed for singing and holding a weekly meeting, with kitchen facilities and an opportunity for the group to break up into quartets—using various rooms in the building for practice. In no way were we to be financially responsible for them. They would, through their own organization, administer the functions and the finances of the group.

It has been three years since the friendly arrangement has been made between the two organizations and the Barbershoppers have been very cooperative. In this short span of time, they have brought credit to themselves and to the community. There have been many appearances of their chorus and quartets to help groups in the community and other nearby towns to raise money for very worthy causes. This has been done with no remuneration whatsoever to the singers themselves.

Last year a Parade of Quartets was held here by the local chapter. The Buffalo Bills, 1950 world champs, and the Aberjona Moaners, sectional champs from Reading, Massachusetts, were guest quartets. The group decided that all funds above operating expenses would go toward youth recreation. Recently, the Presque Isle Community Association was presented with a portable PA system costing between $500 and $600, and a check for $100.04—with which to purchase a new table tennis table and a screen for the movie projector.

This is a practical interpretation of the old saying, "Bread cast upon the waters shall return seven-fold." You see, when we said "yes," it was with no strings attached; we asked nothing and expected nothing from them. You can understand our appreciation for what this group has done.

WILLIAM V. HASKELL, *Director of Recreation, Presque Isle, Maine.*

▸ For a story of The Buffalo Bills, see June 1952 issue of RECREATION, page 140.—Ed.

CAMP LEADERS

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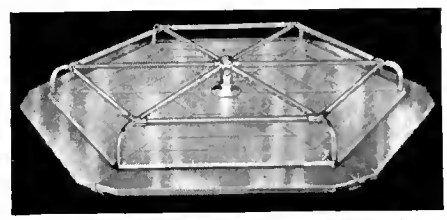

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Things You Should Know . .

▶ POSTPONED UNTIL FALL, the White House Conference on Resources for the Future is to be "a conference that fully and fairly represents a cross-section of American vision and leadership"—according to Horace M. Albright who is president of Resources for the Future, a non-profit corporation, devoted to the support of research and education in the field of resource conservation and development. A group of national leaders, invited to form a Council of Sponsors, held a preliminary meeting in Washington, April 20, 21 and 22 at the invitation of President Eisenhower. Mr. Otto T. Mallory, chairman of the National Recreation Association board, is a member of the council.

▶ PHYSICAL EXERCISE IS AN AGE-INHIBITING FACTOR important in forestalling the effects of old age, according to Dr. Ernst Jokl, a leading European heart specialist, who has just arrived in this country. Dr. Jokl has studied the physiology of athletes for many years. Via the *New York Times*, he explains that by "exercise" he means some active sport in which the participant can joyously indulge.

▶ CONSTERNATION IN THE U. S. OFFICE OF EDUCATION is the result of forty-five staff members having been released, and twenty-eight positions abolished. The 83rd Congress chose to exercise its economy drive on this office and the programs under its direction.

▶ A FIFTEEN-CENT PARKING FEE INCREASE at seventy-eight sites in New York State parks has been passed, in line with a recommendation from Governor Dewey, by the State Council of Parks. It will go into effect May 23rd. The new tariff will mean a total parking fee of fifty cents, which will be slated for the state treasury. Other park tariffs will remain the same, according to Robert Moses, chairman of the council.

▶ THE STATE RECREATION COUNCIL of Pennsylvania, created by Governor Fine in 1952 as an agency advisory to the governor, is recommending to that executive and to the general assembly the establishment of an independent administrative commission to be known as the Pennsylvania Recreation Commission. Governor Fine's budget message to the general assembly, upon creation of the council, recommended an appropriation of $150,000 for the council's use during the 1953-55 biennium.

▶ PRESIDENT EISENHOWER has accepted the honorary chairmanship of the United Defense Fund, which will seek $20,225,000 through Community Chests and other united community campaigns this year for support of the defense-related programs of its six member agencies.

"If there's an armistice in Korea, don't let anyone tell you the need will be lessened for services that the UDF agencies are providing," the President told volunteer representatives of the United Defense Fund and its member agencies at the annual meeting of UDF in Washington, D. C., in April.

▶ UP-TO-THE-MINUTE INFORMATION on salaries, job opportunities, and other personnel developments is now provided to all associate members of the National Recreation Association through the new *Active Associate Membership Letter*. Last month's Letter includes a resume of trends in 1952 and a forecast of future developments in recreation leadership. The new *Affiliate Membership Letter* giving a quick survey of important developments in recreation administration is also being sent regularly to all affiliate members.

Training

▶ An unusual Southern District Conference, which may be a straw to show which way the wind is blowing, is announced by the National Recreation Association, for May 10-11. Its topic, "Recreation in Correctional Institutions," has aroused much interest among prison leaders.

▶ Two weeks of leadership training for volunteer workers in the Savannah River area of South Carolina, beginning May 18, will be conducted by Miss Mildred Scanlon of the NRA leadership training staff. Training will be focused on volunteers to provide leadership primarily for young children in trailer communities where indoor recreation facilities are practically non-existent. This is a special project of the Association's Defense Department.

▶ An Institute in Hospital Recreation will be held at the University of North Carolina, Chapel Hill, May 21-23. It will be sponsored by the North Carolina Recreation Commission, National Recreation Association, American Recreation Society—Hospital Division, North Carolina Recreation Society—Hospital Division, and the Bureau of Recreation—University Extension Division.

Positions Open

▶ *Director of Parks*, to be responsible for technical planning and general supervision of park division of recreation department, is wanted by Southern city. Executive and administrative ability essential, and experience preferred. Required: College degree in Landscape Architecture, Engineering, or Horticulture. Immediate vacancy at $4,200, range to $5,400.

▶ *Youth Hostels Director*, for Great Lakes metropolitan area, to fill vacancy. Young man preferred, with college experience, background in recreation and camping, plus ability to organize and work with committees. Salary $5,000 to start.

▶ Immediate positions available in the United States or overseas, with the *American Red Cross* (hospital recreation) or with *U.S. Airforce or U.S. Army Special Services.*

Applications for any of these positions should be made through Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

THE WHITE HOUSE

WASHINGTON

March 20, 1953

Dear Mr. Rivers:

It gives me much pleasure to extend congratulations on the thirtieth annual observance of National and Inter-American Music Week.

I am heartily in accord with your aim to promote wider enjoyment of music and greater participation, especially among young people, in the art of music making. It is good to know, too, that you are recommending this year special opportunities in music for servicemen, and that you are cooperating with the Department of Defense toward this end. I hope many civilian groups will cooperate in these projects.

Please convey my best wishes to all who contribute to the success of the 1953 observance.

Sincerely,

Dwight D. Eisenhower

Mr. T. E. Rivers
Secretary
National and Inter-American
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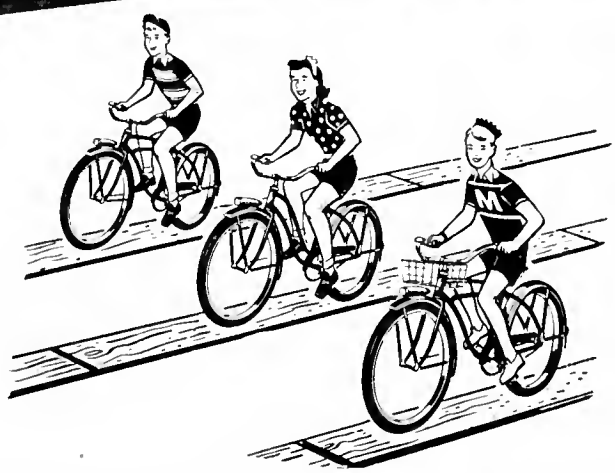

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"The viewpoint expressed here is important in the evolution of recreation into areas of guidance and treatment."—J. E. Davis

RECREATION IS *More* THAN FUN

National Mental Health Week, May 3-9, 1953

John Eisele Davis

WHILE EVERYONE AGREES that recreation is fun, few realize that the pleasurable character accepted as characteristic of this natural phenomenon has limited our understanding of one of the most important facets of living. The vastly increasing use of play as a method of treatment and in child education is bringing to light both facts and fallacies which pertain to the sick and the well, and is enabling us to gain insight for a more practical application of recreation to everyday problems of behavior.

The added premise that funful activity is necessarily wholesome recreation is not borne out by the facts. One should realize that there are all kinds of play and many conflicting and confusing ideas about recreation. Whether we become physically strong or are enabled to get along better with others through recreational experience depends manifestly upon the character of recreation employed, the purpose set forth, and the methods used.

Here is a child who is naturally self-centered. He is skillful in softball. Because of his superior skill, he is able to dominate the play situation and build up undesirable characteristics; he uses recreation to build up his overly egocentric traits. Another child is withdrawn; if left to his own devices, he may select a solitary activity such as a puzzle through which he can consort with himself to the exclusion of other children. The submissive child may naturally drift into a play situation in which he will be able to gain satisfaction in seeing others assume full responsibility. The overly exhibitionistic child may utilize the game as the ideal place to show off, while at the same time gaining satisfaction from upsetting the activity. The resentful child may seek in the play experience the place and time to vent his displeasure, building it up instead of relieving it. The indifferent child may be able to discover, in a specific play situation, an area in which his desires for irresponsible behavior are satisfied. A child feigning disability may use a selective type of play as an ideal background for his pretenses. These are some of the asocial uses to which play and recreation can be applied.

One of the most widely accepted misconceptions of recreation is that we play primarily to win. Play is a far too important experience in living to be limited to such a narrow goal. One has only to observe children in the natural spontaneous atmosphere of a game to appreciate the many other factors that enter into this experience. The child plays for the purpose of exploring, of testing himself in a softened environment, or acting, reacting and interacting in various individual and group situations. While influenced by the competitions which crop up in these experiences, he is likely to find greater satisfaction in the facets of comraderie rather than competition. This can be shown by asking the young child to choose sides. He will select his friends rather than the best players; and this is equally true in dealing with certain adult groups of the mentally sick. While it is true that the feeling for excelling is strong in the child, it is the belief of many educators that this strong motivation in children has been overstressed and over developed for the simple reason that children can be led so easily in this direction.

Recreational therapists working with the mentally ill are constantly exposed to the unfavorable reactions of patients who are intent upon winning as an exclusive aim. A quiet and well behaved mental patient was being inducted into a baseball game as part of hospital treatment. Having played this game in his youth and having an unusually good background of skill, he was able to play a very good game. His team was going down to defeat in a closely contested engagement when he became acutely disturbed and began shouting: "We are losing this game, I am a wash-out." His conduct became so threatening that he had to retire from the game. Such incidents stress the need for the organization of play as both a cooperative and

MR. JOHN EISELE DAVIS, SC.D., *is chief of corrective therapy of the Veterans Administration in Arlington, Virginia.*

competitive experience with winning as but one of the goals. Winning should motivate but not direct the activity.

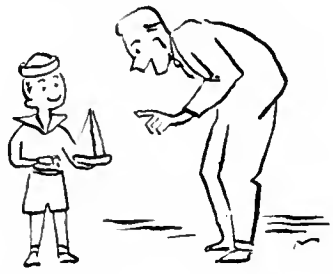
Few parents realize the importance of playing with their children. Some parents feel they have taken care of their responsibility by simply providing play paraphernalia and a place in which to engage in activity. The discerning father who plays with his young child aids him in simple motor coordinations but, more important, projects the child into a richly rewarding inter-personal relationship. The child senses a close and warm comradeship and protection. He begins to experience the satisfaction of playing along with his father rather than against him. A saving sense of good will mollifies the hard knocks and shocks of the awkward child exploring various activities. An atmosphere of confidence is engendered. Failures in simple play techniques are overshadowed by the increasing series of successes. There is a thrill in meeting the big world in terms of new values based upon abilities and interests, in an atmosphere which is both permissive and understanding.

The child feels that the father accepts him and likes him because he plays with him and naturally begins to attach himself more closely to his parent. While improvement in learning simple rules and ways of playing naturally takes place, this is not the life of the experience. The life of the experience is the richly developing inter-personal relationship as the child realizes he can do things, is gradually gaining control of his body and is getting to be a "big boy" who can be a "nice boy" at the same time. Since this play experience is pleasurable, he shows willingness to give as well as take in his relations with other children and parents alike. Later on, as he advances into team situations, he begins to realize the personal satisfaction of sharing.

Simple sensory expression constitutes the child's early play. As he grows in physical strength and emotional stability, he begins to ask more questions and get ideas about this most natural physical expression. He makes gestures and engages in symbolic representation. A world of reality and fantasy begin to grow side by side. In play the young child does not have to make too close a differentiation between them, and for that reason is able to engage in mental as well as physical play leading to excursions into fantasy. This is a crucial stage of child development and the parent who desires to play intelligently with his child should be appreciative of the unique educational and emotional, as well as physical, factors involved. Despert reminds us that "play begins very early and, at first, the motor component is largely predominant. With the development of speech as an expressive medium, motor activity becomes relatively less important."

As the motor component assumes less importance, the associations which surround the experience become increasingly powerful in affecting growth and behavior. Words begin to be attached to play acts and the total experience becomes more complex. As the child grows into adulthood, these associations become organized into various patterns and become, in the words of the psychologist, structuralized. While other experiences become essential units of this growing personality structure, play assumes the major role in the growth and education of the young child.

The child needs the stability and support of love and affection, from parents or parent substitutes, a proper medium for growth to maturity without overprotection, care that he is not being pushed too fast towards adulthood, healthy socializing experiences with children of similar ages and interests, people with whom he can identify in constructive relationships, selective play paraphernalia, and adequate and proper outlets for his energies. Recreational activities should fit into this general framework and be modified to meet these various requirements for normal development and growth. It can readily be seen that play adapted for these specific purposes is far more than fun. It becomes an integral part of life and is not limited to



phenomena which simply cater to the child's whims and fancies, it ministers to his actual needs.

The teacher is becoming acquainted with these hygienic aims, and parents generally are becoming more conscious of the need to understand these many significant factors, both direct and indirect, in the environment. These broad principles provide a helpful basis for those who are desirous of understanding their children and utilizing this important information in early adjustment for the purpose of getting the individual started in constructive habits of living.

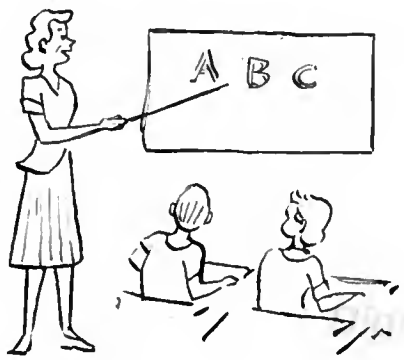
The teacher learns much about the child by simply observing his actions in a play experience in which he reveals his true self through the spontaneous movements. The therapist, also, can obtain most valuable clues to a patient's social reactions, whether he is social (with the group), anti-social (against the group), or unsocial (not conscious of the group relationship). Through recreation, one finds an ideal medium for understanding the child and creating emotional satisfactions. This information is basic to the education of the child in its attitudes toward life. As Doctor Will Menninger states: "Although most professional people make their living by the use of intelligence, which may or may not be supplemented by the toil of their hands and the sweat of their brows, everyone makes his life through his emotions—through loves and hates, faith and hope, jubilations and disappointments. They are the vital part of life. We continually react emotionally to the people and things about us. Life is a flowing stream of opportunities, challenges and problems which demand that, insofar as our capacity and our emotional response permit, we adjust and readjust to them. When an individual has emotional or

intellectual or physical limitations, the adjustment is more difficult. The difficulty is greatly increased when those about him lack an understanding of his situation."

There is probably no finer situation, where the parent or teacher can observe the emotional difficulties of the child, than in the natural play experience. Here the child is himself, he is speaking the language he can understand, the language of activity. Play, therefore, is being used as a testing technique by psychologists and is affording the educator a more complete understanding of the child. Sergeant says that the child who has been taught to reply dutifully that he loves his mother, gives that answer to a direct question; yet in drawing or the manipulation of play materials, he will consistently destroy the mother figure. It should be realized that the child does not play simply to amuse himself but to reveal his own self and communicate with others in his environment.

The value of recreation and play in the correction of early behavior reactions, which if neglected may lead to unhappy and frustrated personalities in adult life, is one of the most important areas of child education. The recreational director of a mental hospital was privileged to interview large numbers of patients relative to their early play history. Many of the patients told of the difficulties encountered in adjusting to sport activities, in some cases owing to the lack of skill but more so to the confusion as to the actual aims of the games and the complex inter-personal situations which aroused their fears, doubts and suspicions. One of the patients stated that he was inducted into a circle game in which patients, one at a time, went into the center of the circle. The idea was to avoid being hit by a soft ball being thrown by the players in the circle. The patient complained bitterly that he was awkward, was hit almost immediately and was relegated to the fringe of the circle. He explained significantly: "And I have been on the fringe of the circle ever since." While there were probably other factors accounting for his mental breakdown, this early impression undoubtedly contributed to his failure to get along with his fellows. There is need for a careful plan for play, if wholesome and happy adjustment to reality is to replace such harmful effects.

It should be understood that play is a *feeling* as well as a *doing* process, and that the way the child feels toward the activity may well determine its value in assisting him to meet the world of people and things. The child seeks,



first, emotional satisfaction and will manipulate toys in almost every conceivable manner to satisfy his emotional needs. He will explore various ways of playing and then gradually develop the associations which influence him to accept or reject social practices. Play is not primarily an intellectual process to the child; he is not impressed with the formal patterns of playing, and only though repeated instruction is he able to accept the rules of the game.

In accepting these, the child undergoes a transition from an exploring stage to the higher levels of socialization and it is here that the teacher has an ideal medium for instruction in mental hygiene. The child should not be required to give up all of his individuality in becoming a member of the team, but should be led to understand that he has unique abilities and can contribute his special gift to the team effort. Smart coaches sense this situation when they rotate players until each individual is placed where he can perform to the maximum for the team. This balancing of individual desires and team requirements is a delicate matter providing challenge to the educator to develop a new perspective of play in which winning is not the whole objective.

Probably the most comprehensive concept of recreation is that it is simply a slice of life, a way of living which changes as people become older. Children find in physical exercise an acceptable way of meeting the world. J. C. Solomon informs us: "It [play] is an effective means by which the child approaches the world of reality. By dealing with things which are small or inanimate he can master situations which to him are overwhelming. He thereby minimizes in retrospect the omnipotence of the environment and prepares for the future, thus increasing the powers of his own ego." Since recreation is simply another way of living, it is of course susceptible to all the adjustments and changes which accompany life itself. Adolf Meyer spoke of play as an experience and in his writings stressed the totality of play as a part of the experience of living. Parents, leaders and therapists alike are discovering in the play phenomenon a natural way of living for the child, in which they are able to direct him into successively higher adaptations through growth and understanding. It should be realized that children experience a skill hunger, and the parent can develop this skill through properly selected recreation and progress the degree of the skill adaptation as the child grows. Psychiatrists and psychologists detect a relationship between this growing control of the body and the control of mental traits in the direction of wholesome physical and mental integration.

Play and recreation are undoubtedly the most important avenues of the parent for the education and development of the child. Current medical practice is also giving increasing prestige to the concept of motivated activity prescribed medically as an integral part of treatment. Specific modifications of such activities are being employed for a wide variety of pathological conditions—schizophrenia, paraplegia, multiple sclerosis, cerebral palsy, hemiplegia, poliomyelitis are but a few major categories.

To get the most out of recreation in terms of physical and mental health, the following guides are suggested:

1. Play should above all be natural, allowing the individual to express his own personality.

2. Play should be free and expressive.

3. Play should be modifiable, its many forms and gradations providing activity suited to the interest and capacity of the individual.

4. Play should be both competitive and cooperative. awakening the aggressive traits while at the same time providing for the development of team effort.

5. Play should be sublimative, giving outlet to blocked impulses, urges or desires.

6. Play should be interpretative, allowing the individual to unfold his nature and show his attitude toward himself, his environment and life generally.

7. Play should be progressive, enabling the individual to attain higher steps of social and physical advancement.

8. Play should be integrative, enabling the individual to focus his attention and organize his motor and mental field into a constructive pattern.

9. Play should be inherently satisfying, attracting the individual into pleasurable and constructive activity.

My philosophical concept, as I recently stated elsewhere, is given: Fundamentally, recreation to attain the status of therapy must be a creative process. It must in some way develop a zestful spirit which will motivate the human system into activity. It must attain the full significance of recreation, bringing new ideas, and stimulating mental an physical processes into action. It must be, by its ver character, an outgoing process in which pleasurable excit ment draws the ego out and makes it aware of the instin tual forces in the subconscious. The concept of recreatio must stem from an appreciation of its origin as a psych therapeutic force rather than an activity and it must be u derstood that physical exercise is but the secondary man festation of an inherent pleasurable urge to action. To fin its highest therapeutic usefulness, recreation must be a corded a synthetic role in which process rather than cons quence is stressed and the rich symbolism so naturall awakened is given expression.* Such a viewpoint as th brings recreation into new relationships in which new va ues and new aims carry the teacher away from the ideas play as a means of simply accelerating normal growth as a purely funful phenomenon.

* Clinical Applications of Recreational Therapy. Charles C. Ston publisher. Springfield, Illinois. $3.75.

Eduard C. Lindeman

1885-1953

Dr. Eduard Christian Lindeman, one of the foremost leaders in the fields of soci work and adult education, died on April 13 in New York City, after an illness. H was sixty-seven years old.

Born of Danish immigrant parents in St. Clair, Michigan, and orphaned as a ver young child, Eduard Lindeman worked as a laborer and farm hand until he wa twenty-one, when he was finally able to begin his formal education.

In 1911, at the age of twenty-six, he received his Bachelor of Science degree fro the Michigan Agricultural College. This was followed by an honorary Master Humanics from Springfield College in 1937 and a Doctor of Laws degree fro Wagner Memorial Lutheran College in 1942.

Upon completion of his undergraduate school work, he edited an agricultural jou nal and then taught at several colleges and universities. In 1924, he joined the sta of the New York School of Social Work at Columbia University, with which he wa affiliated until his retirement in 1950.

During his outstanding career in social welfare and as a leader in the adult educa tion movement, Dr. Lindeman held many official and civic positions including that of director of the Department Community Organization for Leisure under the Works Progress Administration, executive committee member of th Adult Education Association, member of the advisory committee of the White House Conference on Children in D mocracy, chairman of the board of trustees of the National Child Labor Committee, the International Community Cente and the National Urban League. At the time of his death, he was president of the National Council of Social Work.

Dr. Lindeman was a prolific writer—as a contributing editor of the *New Republic* magazine, with which he wa associated for twenty years, and the author of many books, among them: *The Community*, 1921; *Social Discovery*, 1924 *The Meaning of Adult Education*, 1926; *Urban Sociology*, 1928; *Dynamic Social Research*, 1933; *Social Educatio* 1933; *Wealth and Culture*, 1935; *Leisure: A National Issue*, 1939.

Dr. Lindeman's philosophy that education is life and not merely preparation for living was evident throughout hi career.

Philadelphia Aquarium on banks of the Schuylkill River. Museum in background.

"... and the pursuit of Happiness"

(continued)

Local Arrangements Committee

Mention was made last month of the appointment of a local arrangements committee which will work out plans for the National Recreation Congress in Philadelphia. Philadelphia's outstanding deputy commissioner and superintendent of recreation, Robert Crawford, has agreed to serve as chairman, and the members of the committee include the following:

Thatcher N. Bowers, Smith Memorial Playgrounds

Mrs. James Briggs, The Junior League of Philadelphia

Francis Donnon, Health and Welfare Council

Mrs. Hildegarde J. Farquhar, University of Pennsylvania

Mrs. William Hiddemen, Philadelphia Home and School Association

Eugene C. Hosmer, The Convention and Visitors Bureau of the Chamber of Commerce of Greater Philadelphia

Dr. William L. Hughes, Temple University

John C. Kieffer, Federation of Community Councils of Philadelphia

Miss Katharine S. King, Philadelphia Recreation Association

George W. Lake, Junior Chamber of Commerce.

Grover W. Mueller, Philadelphia Board of Public Education

W. H. Noble, Jr., Fairmount Park Commission

Albert Pearson, Greater Philadelphia Industrial Recreation Leagues.

The Reverend Thomas J. Rilley, Catholic Youth Organization

Hotel Reservations

It appears that all Congress sessions can be held within the Bellevue-Stratford Hotel this year, and many delegates will want to make that hotel their own headquarters also. Arrangements have been made with other hotels in the general vicinity of the Congress headquarters, however, since some of the delegates may prefer not to stay at the headquarters hotel.

It is not too soon to begin writing for reservations. Correspondence should go directly to the hotel of your choice and not to the National Recreation Congress.

Bellevue-Stratford Hotel—Singles from $5.50 to $8.00; doubles from $9.00 to $10.00; twins from $11.00 to $15.00; suites from $20.00 to $30.00. The Bellevue-Stratford also has combinations (two rooms with connecting bath) at $15.50 for three people or $17.00 for four people.

Adelphia Hotel—Singles from $5.50 up; doubles from $8.50 up; twins from $8.50 up.

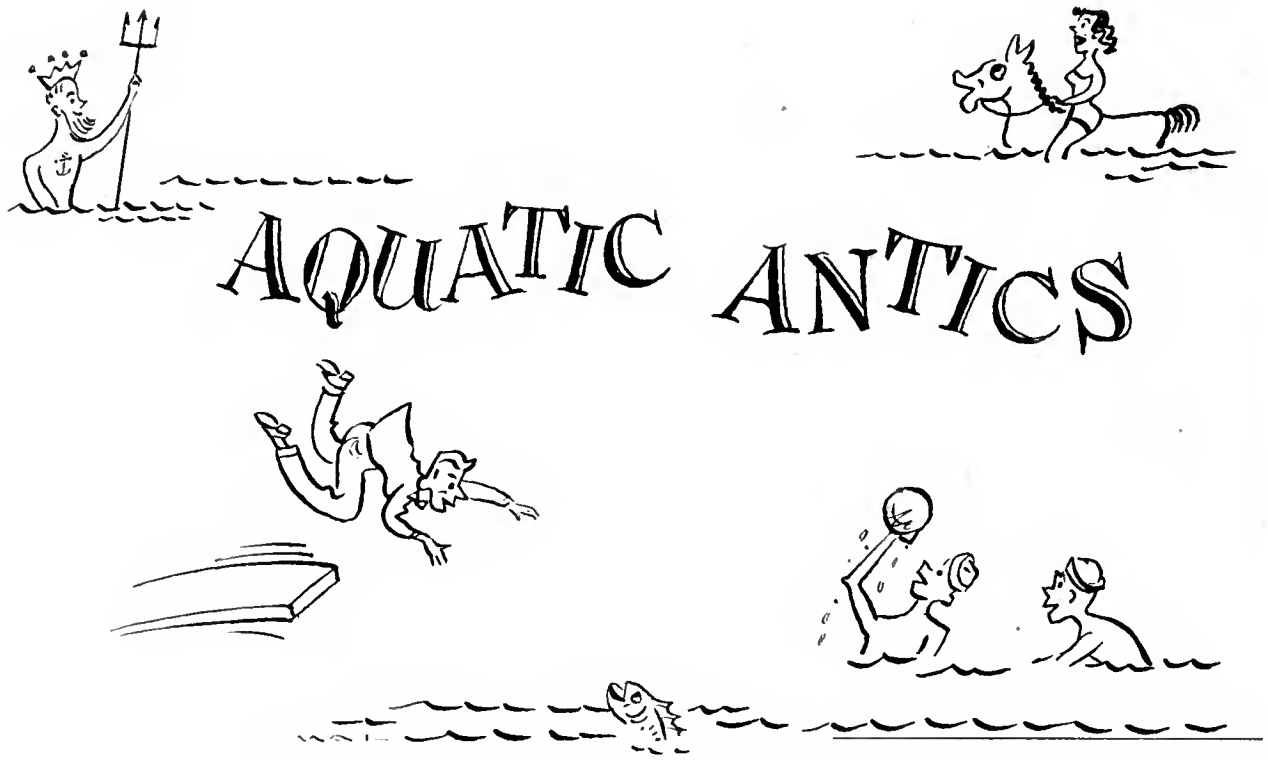
John Bartram Hotel—Singles from $4.50 up; doubles from $7.00 up; twins from $8.00 up.

Essex Hotel—Singles from $4.00 up; doubles from $8.00 up; twins from $10.00 up.

St. James Hotel—Singles from $4.00 up; doubles from $6.00 up; twins from $6.50 up; suites from $10.00 up.

Sylvania Hotel—Singles from $5.00 up; doubles from $8.00 up; twins from $8.00 up.

Dominican Sisters Hotel (for women only)—Singles from $2.50 up.



AQUATIC ANTICS

Nathan L. Mallison

WATER, SO ESSENTIAL to life for drinking, plant growth, and cleanliness, is also a source of fun, adventure and beauty—summed up in the word recreation. Whether eight inches or eighty fathoms deep, it can be enjoyed by people from eight months to eighty years of age. Babies play with boats in the bath tub or wading pool and men like Lipton, Stevens and Murphy sailed boats for fun until they were nearly octogenarians. Reversing the situation, grown men can have fun in six to eight inches of water competing in scientific angling with fly or plug in the game called "Skish," while a child gleefully digs his toes into the sand at the edge of a mighty ocean.

Activities in Shallow Water

Shallow pools or ponds may be used by the young for wading, sailing model boats, racing model speed boats and Skish.

Model speed boats, with motors of one cubic inch piston displacement or less, similar to those used in model airplanes, can be fastened to a strong but fine wire lanyard thirty-five feet long. The center is a well-anchored pipe with an annular ball bearing, eighteen inches above the water, to which the wire is attached. Model seaplane flying is rare but presents some interesting possibilities for recreation.

Skish uses five floating targets, thirty inches in diameter, placed at distances of forty to eighty feet. Each contestant is allowed two casts with a ⅝-ounce plug at each target. A hit scores six on the first try and four on the second. Thus a double round has a possible score of one hundred. Flycasting at closer targets is also a good skill event.

Program For Pools And Fresh Water Beaches

Standard competitive swimming events include breast and back strokes, medley and free style swimming, diving, relays and synchronized swimming. Tests (Red Cross, YMCA and Physical Education), water safety instruction, pageants, water carnivals and novelty events round out a good program.

Water polo, water basketball, water baseball, water tag and water cage ball, which are all nautical counterparts of their landlocked brothers, will not be included here. Since this article deals with recreational aquatic activities for people of various ages and abilities, only the events that can be used primarily for fun will be described.

Novelty events are for the recreation of the participants and amusement of spectators. They involve some skill, dexterity, coordination and agility, but seldom require speed and endurance as we recognize these characteristics in standard meets. Although the novelty events are all in fun, officials should have an eye to safety, pay attention to details, keep the program well in hand, give complete instructions for competitors and spectators, and then start and judge fairly in a business-like manner. A combination announcer-M.C., a starter, a clerk and several judges constitute an adequate crew. Twenty-five yards is a good distance for novelty races.

Balloon Butting Race: Each contestant is given a balloon or inflated ball which he must butt with his head, while

"MALLY" *is superintendent of recreation in Jacksonville.*

swimming breast stroke for twenty-five yards.

Block Gathering Contest: One hundred wooden blocks, painted white, yellow or orange, are scattered on the water fifteen yards from the edge. All competitors start on a given signal, gather as many blocks as possible in one minute and then return to the starting line where the blocks are counted to determine a winner.

Jackstone Diving: One hundred jackstones are scattered in shallow water. Even non-swimmers may compete, seeing who can submerge and gather the most stones in two minutes.

Tandem Swimming: Swimmers, in pairs, swim alternate overarm or breast stroke while the front swimmer has his legs locked under the arms and over the small of the back of the rear swimmer. Distance—twenty-five yards.

Siamese Twin Race: Swimmers, in pairs, swim on their backs, side by side with inner arms locked, using reverse flutter kick and under-water sculling with outside hands.

Knee Press Race: An inflated rubber ball or balloon is given to each contestant who must hold it between his knees while swimming with his hands.

Umbrella Race: Each contestant has an open umbrella which he holds over himself while swimming.

Candle Race: Swimmers carry lighted candles. The first to cross the finish line with his candle still lighted is the winner.

Duck Race: Each swimmer is given two pie tins which he holds in his hands while swimming 25 yards.

Inner Tube Race: Each contestant is seated in an inner tube with his legs and arms outside. The race may be run using arms only or arms and legs, doing a reverse flutter kick.

Underwater Balloon Blowing: An eight-inch balloon is given to each contestant. On an agreed signal, all submerge and blow up the balloons. The first one to come up with a fully-inflated balloon, or the one with the largest balloon, is the winner.

Can and Marble Race: Beverage cans of the type that are capped similar to bottles are used in this event. Ten holes are punched in the bottom of each can. Cans are painted several different colors for identification under the water. Cans are placed five feet apart on a line fifteen yards from the end of the pool in about five feet of water. Each contestant is given five marbles. The race consists of swimming to the can and putting marbles in it under water, standing up and holding the can overhead until all water drains out, then swimming back to the starting line.

Houdini Race: Each contestant is given a large rubber band, cut from a discarded auto tube. This is put over the head and around the neck (it should fit loosely). All jump into water, swim ten yards, crawl through their rubber bands, replace them around their necks and finish the race.

Ball Pushing Race: An inflated ball or balloon is held in the hands, arms stretched forward, with body propelled by the flutter kick.

Pan Race: In the pan race, a deep pie tin is pushed by each swimmer, using his chin, mouth or nose. The swimming must be smooth to avoid sinking the pan with wash or splash.

Activities for Large Bodies of Water

Fishing, cruising, canoeing, rowing, sailing, aquaplaning, water skiing and racing in different types of craft are the conventional activities for streams, lakes and large bodies of salt water. Novelty regattas, using canoes, kayaks or rowboats, include the comedy events suitable for picnics or other gatherings where fun for participants and amusement for spectators are the requirements. As in novelty swim events, the equipment, program and officials must be arranged in detail ahead of time. Officials cannot be lax and the instructions must be effective but not lengthy. Care must be taken to see that contestants are qualified swimmers, for safety's sake. In the following descriptions, canoes will be used. Rowboats are possibilities, but are sluggish and unwieldy. Kayaks are usually propelled with double blade paddles and are limited in their use.

Among favorites is the exciting tugboat race—girl sitting in inner tube propelled by boy swimmer using flutter kick.

The usual course for novelty canoe regattas is fifty to one hundred yards, parallel to the beach. Anchored varnish cans may be used to designate the starting and finishing lines.

Hand-Paddling Race: Number in each crew to be from one to four for canoes up to eighteen feet long. Contestants paddle only with their bare hands, in any position or manner.

Duck Race: Same as the hand-paddling race, except that a piece of board, no larger than an average size shingle, or a pie tin, may be used to increase the area of the hand. Shingle may be held in the hand, or attached to the hand by straps.

Broom Race: Ordinary brooms are used as paddles, with one, two or four members in the crew.

Inverted-Paddle Race: Regular canoe paddles are used

in inverted position with the blade portion held in the hands and paddling done with the grip-end. No speed but lots of fun.

Statue-of-Liberty Race: Crews of one, two, or four paddlers, as specified by the regatta committee, paddle with single-blade paddles while standing in the canoe.

Gunwale-Paddling Race: Crews, one-man or tandem, as specified by the regatta committee, paddle with single-blades, or with double-blades, as specified, while standing on the gunwales of the canoe.

Tail-end or Crab Race: This race is more tricky when run *down wind*, and with single-blade paddles, with one man in each canoe. Paddler kneels or squats in the bottom of the canoe, *as far forward as is possible*, so that behind him the tail-end of the canoe is high in the air. He may not move aft of this extreme position during the race. On the starting line, competitors face *into the wind*, with the tail-end of the canoe towards the finish line, and with sufficient space to allow for turning the canoe around. At the starting signal, canoes are turned and competitors endeavor to paddle straight-away to the finish. The upwind race is simpler. *Backwater* strokes are absolutely prohibited under penalty of disqualification, but any other strokes may be used and sides may be changed. To win, a competitor must cross the finish line facing in the direction of the race, with the tail-end of the canoe high behind him. Collisions and bumping do not constitute fouls.

Kangaroo or Bouncing Race: This race is always run *down wind*, with either one-man crews or tandems. Canoes take position on the line; at the starting signal, competitors must mount the gunwales, near the stern, and propel the canoe toward the finish line by alternately bending and straightening their knees to "bounce" the canoe along. Paddle may be held in the hands for balance, but it may not be used for stroking, bracing, or steering. Contestants falling overboard may reboard their canoes and continue.

Rescue Race: (A valuable event for safety training.) Teams consist of two men and two canoes, designated A and B, with one man in each canoe using single-blade or double-blade paddles, as specified by the regatta committee. All the A's take position on the starting line, with their team mates in the B canoes astern of them. At the starting signal, A's race forward, and B's move up to the starting line. When the A's are approximately halfway down the course, a second signal is given, whereupon all A's must immediately capsize wherever they are, then right their canoes, stow the equipment and await the arrival of their rescuers while holding onto their canoes. Upon the same second signal, B's race forward and draw up alongside their partners to effect the rescue. A's climb into their B canoes; both men then draw the A canoe upside-down across the gunwales of B, right it, and then launch it empty of water. Painter of A canoe is then secured to the stern of B, and the race is finished with both teammates in B canoe, towing the rescued A canoe. To qualify at the finish, a team must have all the equipment with which it started.

The aquatic version of the ancient knightly art of jousting. No armor, but plenty of action. Paddlers are busy too.

Numbered Slab Race: One-man or tandem crews compete, paddling single-blade or double-blade. Shingles or similar pieces of light wood, are prepared with a number, not over one-half-inch high, marked on *one* side only. These shingles are scattered widely, fanwise, on the course. By secret lot, crews draw corresponding numbers. At the starting signal, crews board their canoes, race out and endeavor to find the shingle bearing their number, and return with it to the starting point. If an incorrect number is picked up, it may not be retained, but must be thrown as far as possible in any direction.

Greased-Watermelon Race: Any size crews may take part, single-blade or double-blade, as specified by the regatta committee. A large watermelon is heavily greased and placed afloat well out on the course. At the starting signal, crews board their canoes, race out, and in a free-for-all, endeavor to retrieve the melon, which becomes the property of the crew securing it.

Canoe-filling Contest: Two canoes, each with a bucket wielder and two paddlers in it, are required for a match. The bucket men dip water and throw it into their opponent's canoe, endeavoring to swamp it. Dipping water out of, or bailing, one's own canoe is prohibited. No platforms are used; bucket-men may stand amidships or kneel as they please. If metal buckets are used, they should be attached to the gunwale or to a thwart by a lanyard.

Tug-of-War Contest: Tandems, or four-man crews, hand-paddling with single-blades or double-blades, take part as specified by the regatta committee. Canoes are secured, stern to stern and about twenty feet apart, by means of a double towing-bridle attached to the stern thwart or seat of each canoe and encircling its end so that a ⅜-inch or heavier line can connect the center point of each underwater bridle. Canoes take station in the center of the course, with the line taut, and the bow of each canoe an equal distance from a point designated as its respective goal. Following the starting signal, the winner is the canoe whose bow comes up to, or passes, its own goal line while

dragging the opponent's canoe stern first. This contest may also be judged by establishing a centerline, up to or across which the winner has to drag the loser's bow.

Hurry-Scurry Race: This is conducted similar to an obstacle race. One course could require a contestant to make a short dash, then crawl under a tightly pegged-down net, or through a small barrel, run to end of pier, dive in and swim to a moored canoe and board it; paddle back to pier, tie-up canoe, eat a large pilot cracker and then whistle "Yankee Doodle."

Dipper Race: Four-man crews; two men to paddle, with single-blade paddles, and the other two dipper-men armed with tin dippers or #10 cans. Dipper-men ride in an opponent's canoe, in midship position, and endeavor to fill and swamp the canoe before the paddlers can drive it across the finish line. Dipper-men are prohibited from tipping the canoe to swamp it.

Overboard or Bang and Jump Out Race: One-, two-, or four-man crews, paddling single blade, can be used. Start as in an ordinary speed race. When leading crews are about half-way along the course, a second signal is given, whereupon all crews, wherever they are, immediately go overboard without upsetting their canoes, then swim beneath them, reboard them on the opposite side, and race to the finish line.

Progressive Relay Race: Four-man crews; single-blade paddles. Two men of each team in the water at the far end of the course; one man in the canoe, at the start, and one in the water. All paddles in the canoe. The first lap paddled by one-man; pick up second man and paddle tandem for return lap; pick up third man for next lap; and pick up fourth man for final lap. Canoes may be turned at the end of each lap, or paddlers may merely reverse their own positions.

Bang-and-Go-Back Race: One-man, tandem, or four-man crews; single-blades only. All crews race forward at the starting signal. On each subsequent signal, given any time at the option of the regatta committee official, crews shall immediately proceed in the opposite direction, either by turning their canoe or by reversing their own position. Race may finish back at the start, or at the opposite end of the course, after the third, fourth, or fifth "reverse" signal, as previously announced to the spectators but not the competitors.

Bathtub Race: One- or two-man crews; may be run as a hand-paddling race or using single-blade paddles. Crews line up at the start, seated in the bottom of their canoes, with legs beneath a thwart. At the starting signal each crew leans sideways to fill its canoe until completely swamped, and then proceeds to race swamped to the finish line.

Crawfish Race: One-, two-, or four-man crews; single-blade or double-blade, as specified by the regatta committee. Crews line up for the start, with the stern of all canoes toward the finish. At the starting signal they proceed to race *backward* to the finish.

Submarine Race: Distance, about five canoe lengths. Crews, one- or two-man. Crews line up for the start, stow paddles, capsize canoes to obtain the maximum air-trapped space beneath, and steady them in such position until the start. At the starting signal competitors duck into the air space beneath their canoe, and by swimming "blind" with kicking only, endeavor to propel the canoe to the finish. The frog kick is best. NOTE.—One or two rescue canoes should always follow along the fringe of the race, and competitors should be warned to return to the outside upon the first trace of dizziness.

Piggyback Race: Two-man crews; single-blade or double-blade. One partner sits on his kneeling partner's shoulders and propels the canoe from start to finish.

Beetle Race: Four men capsize each canoe and then hold on to it, two on each side, keeping legs and one arm free for propulsion. Twenty-five yards is sufficient for this race.

Gunwale Walking: The canoeist stands on the gunwales of his canoe near one end and, by hopping, makes his way down the gunwales to the opposite end. He turns on the bow deck and hops back. This may be run against time, or as a contest of skill to select contestant who can complete the trip without getting inadvertently ducked.

Change End Race: This is an ordinary race with two in a canoe. At the mid-point, the bow paddler crawls to the stern and the stern paddler crawls over him to the bow. The race is resumed to the finish line.

Paddle and Swim Race: Each canoe has a painter on it for this race. The paddler propels his boat to the halfway mark, then he jumps in, with the painter in his mouth, and tows the empty canoe to the finish line.

Tilting: A small deck is fastened near the bow on each of the contesting canoes. In the absence of a platform, tilters may stand on the gunwales. The paddler is usually seated on the bottom of the canoe. Bamboo poles with inflated balls fastened to the ends (with the aid of plumbers' suction cups or funnels) are used as lances in this modernized version of jousting. Falls are scored when the opponent is pushed overboard. Six fouls, such as stepping from the deck, kneeling on the deck, using the pole for other than thrusting or parrying, sliding the pole through the hand or jumping in the opponent's boat, constitute a fall. Matches are usually decided by two out of three falls.

Crab Race—Hand Paddling: Each competitor lies prone on the stern of his canoe and paddles, stern first with his arms.

• The novelty swimming and paddling races described in this article may be used to enliven the programs of pools, fresh water beaches, canoe clubs, and city, county and state parks with lake or river frontage. There is sufficient material listed here to last for several years, supplementing the standard swimming and boating program at such areas.

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It Cost Us $10

James F. Campbell

In the course of conversation on one of the playgrounds in Alexandria, Minnesota, an eleven year old girl remarked: "Gee, I wish we could go horseback riding. It costs too much at the riding stables." The remark was echoed by several other youngsters and was brought to my attention.

Mrs. Ed Johnson, owner of the Sunnyside Riding Stables and an officer of the Circle A Saddle Club, is an active member of the Alexandria Community Council. We passed on these remarks to her and she became vitally interested.

Several meetings were held with the members of the saddle club and an outline of information and action was set up. The members of the club agreed to provide the horses, help with the actual instructions, and cooperate in every way with the recreation department. Publicity was provided for the new activity by the local papers, school bulletins, radio station, and word of mouth.

The first meeting of possible participants included registration, introduction of the staff at the stables, getting acquainted with the horses by name, the first lecture, and a short ride.

Fourteen meetings followed. The youngsters were taught, by actual demonstration and practice, the proper approach to a horse, bridling and saddling, care and grooming, leading and haltering, and so on, with safety being stressed throughout the entire program.

Traffic laws concerning horses on the public highways were explained by Mr. Stevens, a state highway patrolman. Care and treatment of a horse injured or showing signs of illness were explained by a member of the local veterinarian's office. Mrs. Johnson discussed general riding "do's" and "don'ts." The class members themselves provided pictures and information on the various breeds of horses. After each meeting, every youngster was given a short ride.

The Circle A Saddle Club members continued assembling materials for a mimeographed booklet which would be presented to each youngster at the completion of the course. Class lectures, in condensed form, would be included.

At the completion of the fourteenth lesson, all materials were assembled, including drawings and illustrations of interest. The final weeding out was completed and the information was mimeographed.

A total of sixty-two boys and girls, ranging in age from five to thirteen, used ten horses a total of 289 hours. Circle A Saddle Club members contributed 746 hours in instruction, research, discussion and compilation of the mimeographed booklet. As recreation director, I worked with the club members in coordinating this project.

The cost to the recreation program—ten dollars for stencils, paper and mimeographing. The results—Gayle Schniederhan voiced the opinion of the class members: "I hope that you will do this again next year. I learned a lot and it was fun. I want to do it again!"

NOTE.—The January, '53 issue of *The Bit and Spur* and February issue of *The Western Horseman* carried articles on this project. Their information would be of value to recreation directors interested in working out a project of this nature.

MR. CAMPBELL, *Recreational Consultant, Minnesota Youth Conservation Commission, has directed recreation programs in the state of Washington and in Alexandria, Minn.*

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Eleanor Murray

Neighborhood Music -in the Park

Community sings are popular with young and old.

"I THINK it's wonderful . . ." The words of the song were echoed over and over by the fifteen thousand people in Roanoke, Virginia, who had attended a series of thirty-odd community sings during a nine-week summer session. These were held in neighborhood parks three evenings a week. The original plan called for the staging of a program in each of the three sections of our city once a week, but interest mounted to such a degree, and requests from the outlying districts for similar programs became so numerous, that we were lucky to get back to the larger areas twice a season.

Following the good old American custom of singing together, there was other entertainment, too. Youngsters strummed guitars, sang, gave readings and danced, and there was always hoedown hillbilly music.

Where did this talent come from? "We don't have to look for them," one playleader remarked when the sing was taken to her park, "the youngsters just beg to be on the program. About fifty asked to participate in this one."

But the good thing about the sing was that it was a community affair where families gathered with their neighbors for an evening of fun. "The whole family is together tonight," one mother remarked, "and it doesn't cost a cent."

Led by George Shaw, volunteer song leader and showman who was active in USO during the war, and accompanied by Mrs. William E. Davis at the piano, the crowd sang old favorites, such as "It's a Long Way to Tipperary," folk tunes, popular song hits and several hymns. One of the high spots of the entire series was a brief devotional period for world peace led by Bill Moore, a ministerial student who works with the department of parks and recreation during the summer, followed by the "Lord's Prayer" sung by our leader.

The general plan of operation went something like this. A stage about thirty feet square and benches to seat the elderly people attending were set up in the afternoon by our park maintenance crew. To the stage was added a piano, a fifty-two by seventy-inch portable screen and a public adress system. A balopticon lantern slide projector, using three and one-half by four-inch slides, was used to throw the words of the songs on the screen. Upon the suggestion of one of the spectators, portable spotlights were installed on each corner of the stage and rigged up by city electricians to throw the proper light upon the leader and pianist. It was surprising how much these lights increased audience participation.

Our programs began with about thirty minutes of enthusiastic group singing. Then, to give the crowd a rest, we presented a fifteen-minute special attraction, always using at least one good act as bait to get others from the audience to perform. By this time, the participants were ready to sing again, and usually this was the best fifteen minutes of the entire evening. But to keep them from growing restive, we stopped the singing early and showed a movie, appealing to young and old alike. Travel pictures were particularly well-received, also wild life movies, animated cartoons and stories of life under the sea. These films were made available to the department without cost by local business firms. Neighboring park playleaders were always on hand to pitch in and help, and served as official hosts and hostesses, lending an atmosphere of genial hospitality to the occasion.

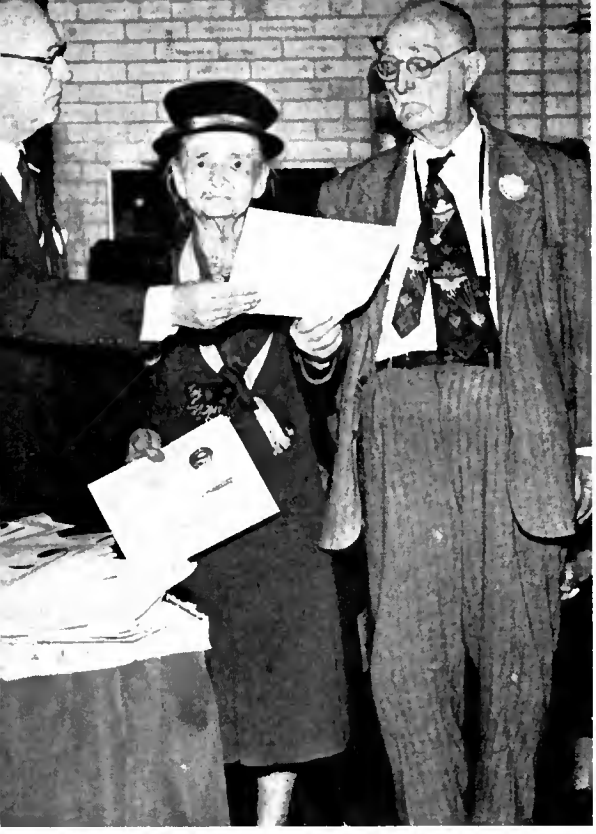
People came from near and far to attend the show. Families brought summer visitors and nearby communities cooperated and attended. In addition, a regular clique of show-followers developed, their familiar faces beaming among the crowd wherever we went.

"I think this is fun," commented one woman who "just took a notion to come on up to the park and bring the kids." They looked as though they were having a good time. Someone else nearby remarked that he sure liked to sing but had a terrible voice. "That's why," he added, "I like to sing with a group of people." "Me, too!" added several others.

We, in Roanoke, feel that we have hit upon a way to encourage not just youngsters, and not just teen-agers, but family units to use our park facilities and enjoy activities planned for their entertainment. We are looking forward to next year with enthusiasm when community singing will be given broader emphasis in our summer schedule, and we shall meet the request of those who sang with us—"please come back again."

ELEANOR L. MURRAY *is supervisor of social recreation in the Department of Parks and Recreation, Roanoke, Virginia.*

YOUNG-TIMERS TOSS A SHINDIG



Recreation commissioner, E. M. Megginson, greets visitors, presents Mobile citizenship certificates to 94-year-old Mrs. Rosendale and 90-year-old O. C. Fisher, University of Texas graduate.

And a reporter is worn-out.

Serving table was as crowded as the dance floor, as the 400 party-goers consumed pounds of cake and ice cream dessert.

The oldest member of the Mobile club is Mrs. C. Myers, 98 years old. With her daughter, 68-year-old Mrs. Mary M. Doyle, right, she helped to welcome the visitors to Bellingrath Gardens.

AT THE END of a Tuesday afternoon, when it was quite impossible to determine whether I was just too young or too old, the bottom of my trouble was clearly defined with two feet that were aching and screaming for a nice, hot bath. They were the outcome of a four-hour escapade with some four hundred members of the Mobile and New Orleans Golden-Age Clubs which had an all-day fling in Mobile.

That fling though can't be compared even to a Mardi Gras Day in Mobile—or New Orleans—for it completely outflung any celebration yet held in the South, as well as me.

Not once did I meet one person under sixty years of age—but, by gum, it was still impossible for me to keep up. I didn't participate in a good one-third of the entire day's activities either.

Came in Eight Buses

Those golden-agers from New Orleans left the Crescent City at 7 A.M. for a four-hour ride to Mobile on eight buses. They stopped on the way at Bellingrath Gardens where the Mobile hosts met them and walked—walked, mind you—over all those miles and miles of beautiful, winding paths. Then they came on to Mobile to the Spring Hill Avenue Recreation Center where they danced and danced and danced—and sang. They were still singing—and dancing—when the buses were loaded for the four-hour return trip to Louisiana.

AUTHOR *is staff writer for* THE MOBILE PRESS REGISTER.

The tunes weren't any slow or easy-going waltzes either. these young-timers were not keeping time to a fast-mov-g modern beat, they were square dancing—which may ɔt be one of the oldest steps executed around a ball room ıt is surely the most energetic.

Awfully Old—So Young

To be quite frank—I just don't know, even now. I felt vfully tired when Tuesday came to an end—and awfully d. But I am so young.

They are young too, though—from sixty to ninety-eight ears young. It is not the immaturity so frequently seen in ɔung people, however, that is without reason, pride, edu-ıtion or thoughtfulness. These boys and girls of yester-ear laughed and had fun with dignity plus. Why they do as a question of mine that was easily answered.

They all like the independence of being with companions ho "cake-walk" and have children or grandchildren to rag about. Their get-togethers take them back to the good ole days" physically as well as mentally.

How do they do it—keep young—is another question ıat has as many answers as there were folks at the party.

Keeping Busy

What most of them told me however adds up to a few ood pointers. If you keep busy, don't worry, and stay ith young people, you will just never grow old.

Mr. G. G. Goubil, Sr.—who is one of the younger mem-ers of the Mobile Golden-Age Club at sixty-six—stated efinitely that it is very easy to keep such a youthful spirit. "Get out with the young people," he advised, "and keep ctive. Go to ball games, dance a little and work."

These are the rules and regulations that members of both lubs follow when they hold their regular meetings, too. he Mobile clubbers meet the third Thursday of every ıonth at the Spring Hill Avenue Recreation Center, where ıey dance and sing and talk. New Orleans groups—six dif-erent ones were represented by the visitors—have followed ımilar programs since organization about five years ago. or them, the bus ride to Mobile and the few hours spent ere and the trip back was just another meeting.

Two of the bus drivers claimed their passengers "ate. ıng and talked politics" coming over. Sixty-nine-year-old Irs. Ida Beattie kept eating lemons so she could "sing and ılk more" at the party.

Jokes Were Plentiful

I heard more jokes and laughter than on any radio show ven. William F. Vortisch—my eighty-two-year-old danc-ıg partner, whose grace and rhythm puts all my past part-ers to shame—said he "always cracks jokes." He is the oldest retail grocer in New Orleans. His store for sixty-six years has always been open, until Tuesday when he "closed the store to come to Mobile."

The oldest young person at the party, from Mobile, was Mrs. C. Myers. She is ninety-eight years old and cute as a bug's ear. Her daughter—sixty-eight-year-old Mrs. Mary M. Doyle—is a member of the club too, but it was hard to tell who was chaperoning who.

Ninety-four And Still Dancing

New Orleans was represented by its oldest man and woman members too. Ninety-four-year-old Mrs. Catherine Rosendale still dances and has belonged to the organization since it was started. She loves to be in parades. Mr. O. C. Fisher, at ninety, is the oldest living graduate of Texas University.

Maybe though in fifty years or so, by following the enthusiastic advice of the two golden-age clubs, which don't stop dancing until the phonograph needle is lost, I'll be gallavanting around too. I've already turned in my application to the Golden-Age Club of 1987—my sixtieth anniversary.

• Says Mrs. Maitre, who is superintendent of recreation in Mobile, "I have been in recreation work for some time and I have attempted and accomplished many projects and programs but never have I experienced anything like our golden-age party that day. It seemed to have a litt'e bit of every possible objective or hope all mixed up with memories and turned out the most perfect party for some three hundred lively happy golden-agers."—Ed.

Mrs. Maitre, left, Mobile superintendent of recreation, and Miss Robelet, New Orleans club director, are tired. They receive attention from Mrs. McEwen, president of Mobile club.

Condensed from *The Mobile Press Register*, Mobile, Alabama, October 19, 1952.

Are your golden-agers interested in creative writing?

Birthdays are

THE SAN FRANCISCO SENIOR CENTER recently celebrated its fourth birthday. This was an important occasion because it marked the rapid growth of a project which now serves over one thousand San Franciscans, sixty years of age and over, in a center open five days and two evenings a week, and in four neighborhood clubs. A staff of two full-time directors and two part-time recreation leaders work with an enthusiastic group of volunteer leaders and teachers who are responsible for its interesting and diversified program.

One of the most significant activities has been the Creative Writing Class. An eager and enthusiastic core of six to eight members initiated the classes, with a volunteer for a leader, but many others find their way intermittently to the classroom to "taste and try." At times there are more than twenty sitting around the table reading and criticizing one another's work.

There is a wide difference in the background and ability of the regular class members, but they all share a desire to put their thoughts and experiences into words. Some of them have had less than a grade school education. Two, foreign born, have the added handicap of language difficulty. One of these, however, has had the habit of keeping a little notebook over a period of many years. As a result of his careful and often amusing observation of the passing scene, he contributes much to our discussions.

The teacher has used a number of techniques in encouraging the class members to express themselves. At one session each person wrote two descriptions of a familiar street corner—the first, as it looked to him when he felt gay and happy, and the second, on a day when he felt blue and depressed. The latter provoked a great deal of amusement, and had a therapeutic value.

Much time is spent trying to eliminate flowery adjectives in favor of strong, descriptive verbs. There seems to be a tendency in people of this age group to be overly sentimental as soon as there is a pen in hand. Many of the exercises have been the rewriting of flamboyant passages from badly written magazine articles or their own work.

Early in the experience of working together it was agreed that the monthly birthday party, honoring center members whose birthdays had fallen within that month, should be an occasion of dignity and of inspiration. A ceremonial prepared especially for the occasion was needed. Members of the Creative Writing Class agreed it was their job to do and they set to work enthusiastically. It proved to be an interesting and rewarding assignment, calling for many group discussions. That there are many disadvantages in marking off another year the members agreed; but also they recognized the many compensations which should be stressed. Each member wrote several paragraphs on the joys and advantages that old age brings. When these were read in class, there was further discussion. From these papers the ideas and words that pleased the class were chosen so that each part in its final form represents group thought and was not the work of any one person.

The class spent two months on this project before the final compilation was made. They all felt rewarded for the time spent because of the pleasure that came in the heart warming exchange of ideas.

The Creative Writing Class provided a very significant experience for those who participated. It awakened the powers of observation and gave a renewed interest in life. It focused the attention of the individuals on the life around them rather than on petty annoyances. One member of the group stated that since she had been coming to the Senior Center, and to the writing class in particular, she had been happier than she'd ever been. She had found out how much she liked doing something she'd never had time to try before. The real satisfaction and pride that the members of the group experience each month as they present the ceremonial has made the class, to them, one of the most important activities in the whole program of the center.

Directions for the Ceremonial

Six unlighted tall candles are set upon a low table. One tall lighted candle, held by the reader, symbolizes the spirit of the club. Each of the six members who participate hold unlighted candles, and these are lighted from the central candle as the reader describes the wish which the candle symbolizes.

READER:
Our lighted candle is a symbol of our club.

MRS. J. J. GEARY *is a board member of the San Francisco Senior Center and the volunteer teacher of the class.*

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Important

Dorothy A. Geary

The candle seems alive when lighted. It seems gay and adds rightness and warmth to all who are near it.

So would our club add joy and happiness to our lives.

The candle does not exist for itself but for the service it can give.

So our club has been founded to be of service to all who become iembers and to remind us that as senior citizens our lives must be nes of contributing usefulness to our communities.

From the candle, symbolizing our club, we would light the candles f our good wishes to you who this month have celebrated your irthdays and our hopes for you for the years ahead.

t was agreed that the monthly birthday party honoring the nembers should be an occasion of dignity and inspiration.

Another birthday, another year of life.

What does it mean to us?

What gifts does it bring to us?

There are many precious things that we have now in greater ibundance than ever before.

What are these treasures?

Let us consider.

First there are *opportunities.*

Our mothers and grandmothers, our fathers and grandfathers pent their old age in rocking chairs.

In many cases this old age began at fifty.

Today, old age is out of fashion. The rocking chair has disappeared.

Now, the later years are a time of fulfillment. We have leisure ime, for life no longer demands so much of us.

We can learn new skills, keep alive old ones, and lead busy and ictive lives.

Young in spirit—proud of our new found interests, proud of our ability to dance and sing—life can be spent joyously and happily each succeeding year.

We light a candle for OPPORTUNITY.

(The candles are lighted in turn by the six participants as designated, who say, "Let us light a candle for opportunity"—and so on.)

There are *memories.*

We have more memories today than yesterday, many more this year than last.

Our experiences of today will be our memories of tomorrow.

What of yesterday?

Do we remember things we should forget?

Let us gather happiness in the days that are, that we may have such a store of pleasant memories that there will be no room for others.

We light a candle for MEMORIES.

There is *experience.*

Each year of life adds immeasurably to our sum of experience. As it increases it gives us a deeper understanding of life.

Experience gives wisdom, and each one of us has a matured understanding that can help younger men and women along the way, whether we are aware of it or not.

We are grateful for the experiences of life, and look forward to new ones with happy anticipation.

Let us light a candle for EXPERIENCE.

As we have come along through life we have each known our times of loss.

But there are things that have been with us in the past, that are with us yet.

Some of us are more aware of these blessings than ever before because we have a deeper sense of appreciation.

What are these?

One is *beauty.*

Beauty still surrounds us, we do not have to travel to find it.

We live in a beautiful city and our center is in one of the loveliest spots in that city.

And within are the beautiful faces of our people.

Not the beauty of youth—but the beauty made by time, chiseled by character, the kind that Rembrandt loved best to paint.

All about us is beauty. We need only look and listen.

This candle is for BEAUTY.

One is *Friendship*

We may compare our center to a garden—a garden of friends.

As well as the native stock, it is favored by the transplanting of many varieties of flowers from many lands.

Let us keep the flowers of friendship beautiful by watering the garden with kindness and keeping the sunshine bright with smiles.

Dear to our hearts are our friends, both old and new.

Let us light a candle for FRIENDSHIP.

One is *Happiness*

The place to be happy is here—the time is now.

Live today and have a happy anticipation for tomorrow.

The days that are now—they are the days of promise and fulfillment.

Our happiness is the sum of our experience, our warm memories, our present opportunities, our appreciation of beauty, and our joy in our friends.

This last candle is for HAPPINESS.

These then are the good wishes that we wish for each of you tonight:

New opportunities
Happy memories for tomorrow
Rich experience
Beauty
Friendship and
Happiness

(The candles of the birthday celebrants are now lighted from the candle symbolizing the spirit of the club—and the whole group joins in singing such songs as "Happy Birthday to You," "Auld Lang Syne," "Memories" and "The More We Get Together.")

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Catfish, Crappies--
What Will It Be?

AMONG THE best remembered impressions of boyhood days on the farm are the fishing expeditions for catfish, crappies and an occasional bass. These jaunts to a neighborhood stream provided many a happy experience; and today fishing is still one of the finest forms of recreation for either juveniles or adults. If this activity is not included in your summer playground activities, then our experiences with a juvenile fishing program in Peoria, Illinois, may give you some ideas that can be utilized in your community.

For several years, Howard Kenny, outdoor editor of the Peoria *Journal,* our evening newspaper, had been promoting an annual kids' fishing contest. These events sponsored by the paper and Fishing Incorporated were for boys and girls under sixteen years of age. They were all-day affairs staged at a five-acre lagoon in Glen Oak Park. The park, lying within the city limits is readily accessible by bus or auto and the derbys, as they were called, proved immensely popular with the youngsters.

During the summer of 1948, the recreation board offered its assistance in the staging of the derby. Our offer was readily accepted; and playground leaders helped publicize the event among playground participants and assisted Mr. Kenny and his volunteers in its supervising. When well over a thousand junior fishermen turned out, we decided that something more in the fishing line than an annual derby should be made available to the playground participants.

Thus, in 1949, the aid of the four local fishing clubs was enlisted and, in addition to the big annual derby, four fishing excursions were scheduled during the summer. A different club sponsored each excursion, and four or five playgrounds were assigned to one specific excursion—so that all participants from the nineteen playgrounds were able to attend at least one. Club members used their cars to transport the youngsters from the playgrounds to a lake or stream nearby. Although leaders stressed the details, and bulletin boards gave accurate information, children were often unable to explain to their parents exactly where they were going fishing and with whom they were going. For this reason, a certain amount of parental disapproval caused these trips to be less successful than was anticipated. Girls especially were often not permitted to join them. The answer to this was obvious—to have weekly fishing derbys right in the city with the playground leaders, known to the parents, supervising the program.

More fun than a kettle of fish! Trophy will be weighed. Fishermen are awarded five extra points for good behavior.

After several conferences—attended by Mr. Kenny, the recreation board superintendent, and a representative from each of the local fishing clubs—a cooperative plan was developed that would permit each organization to play the part for which it was best suited; and the Advisory Council for Junior Fishing was formed. Membership was limited to one representative each from the Izaak Walton League, the Peoria Casting Club, the Peoria Chapter of Illinois Federation of Sportsmen's Clubs, the Caterpillar Employ-

MR. BUERKE *is the superintendent of recreation in Peoria.*

Ralph E. Buerke

On Saturdays, fishing in the lagoon was limited to the boys and girls under sixteen years of age.

es' Rod Club, the Peoria *Journal* and the recreation board.

The advisory council submitted a detailed plan to park oard officials who agreed to limit fishing in the lagoon to oys and girls under sixteen, on Saturday mornings. The ark board also agreed to post the area and police it. to ee that there was no poaching, and to provide storage pace for the fishing tackle which each fisherman was re- uired to provide for himself.

Mr. Kenny, who was elected general chairman of the ad- isory council, submitted a request to the state conserva- ion board—which agreed to keep the lagoon well stocked vith pan fish.

The recreation board made the fishing program a part of he summer playground program, and leaders' working ours were arranged so that one leader would be respon- ible at each playground—to meet the children at the play- round and escort them to and from the lagoon, and of ourse, to assist them and act as their leader during the ishing period.

It would appear that the program was all set. We had he facility, the fish were in the lagoon and we had the eadership necessary. However, the Advisory Council for unior Fishing was not satisfied to sit back after arrang- ng for the bare essentials. The council, further, developed number of procedures and techniques which definitely ffected the success of the program.

First of all, a system of scoring points was developed. ut not without considerable discussion and debate. The ig question, of course, was whether the winner should be he fellow who caught the most fish, regardless of size, or whether the prize should go to the fisherman who landed he largest fish. It was decided to weigh all fish and award ne point for each ounce of fish caught. One of the ad- isory council members loaned us an accurate scale, and a ile card system was arranged for keeping a record of each isherman's catch.

It was also felt that good sportsmanship, patience, inter- st and good behavior should be rewarded; so it was de- cided that each child attending should be given five points for each Saturday he or she attended.

The problem of how to keep a record of attendance with- out causing a lot of confusion, or making it a time-consum- ing job, was solved when the idea to issue fishing permits was suggested. Fishing derbys were planned for nine Sat- urday mornings during the summer, so nine 5's spaced evenly apart were printed along the top and side edges of the "Junior Fishing Permit." The lower edge contained nine blank spaces where the fisherman could keep a record of his weekly point totals.

A simple set of rules was devised and printed on the back of each fishing permit.

Each Saturday after fishing was well started, a recrea- tion board supervisor toured the entire edge of the lagoon and punched the number designated for that particular day on each fisherman's permit. When a fisherman presented his catch for the day, his fishing permit was checked and in addition to receiving one point for each ounce of fish caught, he was awarded an extra five points for good be- havior for that day and any previous days on which he had attended but had not been fortunate enough to land a fish.

The Sunday morning paper agreed to carry a news story on Saturday's fishing and the standings each week, showing the number of points earned, of the twelve or fifteen lead- ing fishermen. The standings were followed closely, as evi- denced by te'ephone calls to the recreation board office bright and early Monday morning on two occasions, when errors in totalling points were made and children had not been credited with the five points for attendance and good behavior.

The *Journal* and each of the fishing clubs agreed to do- nate twenty-five dollars each toward purchasing prizes. Identical first, second and third prizes, consisting of fish- ing equipment, were awarded to girls and boys for the highest scores during the summer. A form letter sent to seventy-five merchants brought in a total of fifty two, three, and five dollar merchandise awards. These were used as

weekly prizes; and here, let me voice a word of warning—be prepared for at least one or two tie scores each week.

Volunteers from the fishing clubs acted as instructors at a training session for playground leaders and gave instructions and advice on methods to be used in fishing for catfish and crappies with which the lagoon was stocked.

Considering that rain and cold weather hampered the program three of the nine Saturdays, results were good. Attendance ranged from a low of 127 to 833 and averaged 425 youngsters. There were practically no behavior problems: three or four children fell into the lagoon but were promptly rescued by a recreation leader or parent.

Merchants, parents, the fishing clubs, and the community as a whole received this program enthusiastically. The only complaint came from a mother whose daughter wanted to stay home, and skip the family's planned vacation, in order to be present at the final derby when the grand prizes were awarded. Our ready assurance that daughter's prize would be saved for her, if she finished in the winners, solved that one. When she returned from her vacation, a letter informing her that she had won third prize in the girls' division awaited her; and when she and her mother brought the letter to the recreation board office, the gleeful expression and sparkle in her eyes—when she saw the tackle box she had won—was well worth the many hours of planning required of the superintendent. We will wager that this little girl will be an ardent fisherman for the remainder of her days. Which leads us to say that we don't especially like the awarding of prizes to gain attendance, but if this practice will create an interest that can be followed after the participant becomes a wage-earning adult, we feel the practice justifies itself.

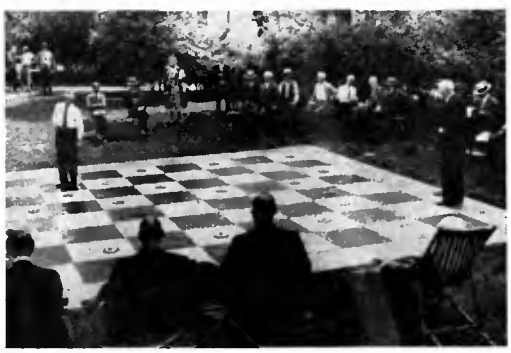
In conducting the weekly derbys, we learned a number of things which should be kept in mind if you are planning a similar program. Start and end each derby at the same definite time each week; and don't make the period too long. The younger element will grow restless over too long a period. Derbys in Peoria were started at 9:00 A.M. with the blowing of a whistle over a PA system, and a whistle signaled the end at 11:30 A.M.

Have your state conservation board make tests of the water in your lake or lagoon and stock it with fish suitable for that particular water. Stocking should be done sufficiently in advance of your first derby so that the fish are accustomed to the water and will feed.

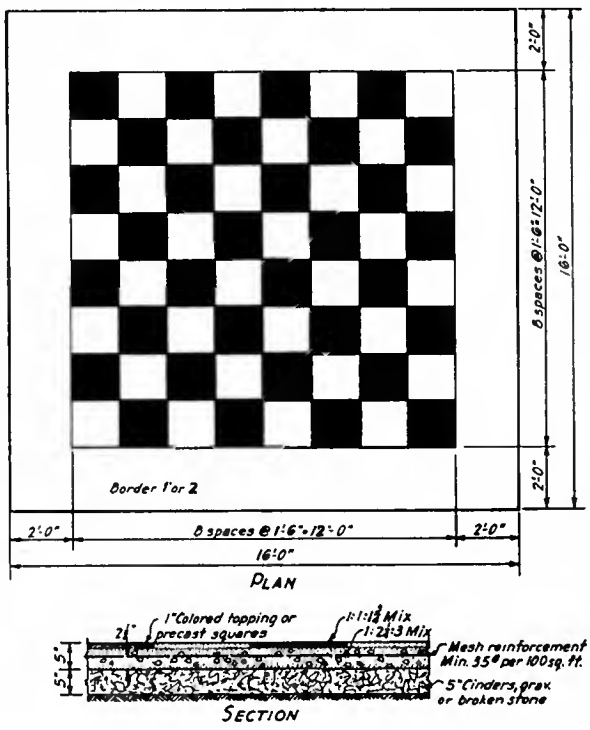
Train a crew of three or four leaders to weigh and record the catches rapidly as soon as the fishing for the day is ended and award the prizes immediately thereafter.

CHECKERS OUTDOORS

• Giant checkerboards provide a unique and welcome outdoor variation to the game of checkers, and are an increasingly popular addition to games areas.*



A public checkerboard, as was used many years ago, made of concrete. Actual playing surface is sixteen feet square with a two-foot-wide border. Squares are red and white and the border is blue. Checkers are made of basswood.



* These are described in detail in George Butler's *Recreation Areas, Their Design and Equipment.* A. S. Barnes and Company, New York 16. $6.00.

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Have you an abandoned swimming pool? Lodi's now offers fishing in heart of city.

Fishing on Main Street

Jim Loveall and Ed DeBenedetti

An unsightly mass of concrete known as the old City Baths existed in Lodi, California, and the commission for recreation and parks long considered the problem of what to do with it. Once the scene of much splashing, joyous fun, it had been abandoned as a swimming pool in the early years of World War II and had become the passive receptacle of fallen leaves and other incidental debris—certainly not one of the beauty spots of an otherwise beautiful town.

But things are different now! Once again you can hear the shouts and laughter of youngsters on its edge. They're not swimming though; they are fishing, and having the time of their young lives.

The development of an abandoned outdoor swimming pool into a fishing pond which has become a successful—and certainly the most popular—phase of our summer recreation program was really simple. This is the way we did it.

First of all, we were lucky in having several factors to our advantage. The area was partially shaded by trees on one side. This helped to keep the water from getting too warm in the sun. Next, the pool itself was somewhat larger than ordinary, being approximately one hundred by seventy-five feet and ranging in depth from three to nine feet; but best of all, there was a shallow, walled area on one corner of the pool, connected by outlet to the main pool, which had been used as a wading pond for very small children. This was perfect for a fish spawning bed.

"It's a darn good idea," said Carl Freischlat, the fish and game commissioner of the Lodi area. "Go ahead and get started. I'll see that you get the fish when you're ready. By the way, do you know that bluegills will take a fly?"

So we got started. We had to patch a few cracks in the pool walls, which had developed in the nine-year interval since it had last held water. Next we covered the entire bottom with a couple of inches of coarse gravel and stone. We set some old pipe in concrete and strung a couple of ropes completely around the edge of the pool. After all, we didn't want any youngster falling in, even if it was an old swimming pool. Finally we filled the pool with water from the city mains, arranged a small constant inlet and a drain, and we were ready for the fish.

They came, in the special treated tank and trucks which the California Fish and Game Commission uses to transport fish—two thousand fat bluegills and perch, seined from Charley Nichols' private pond ten miles out of town. Charley is an ex-cop who—next to kids—loves fishing; and he donated the fish to the youngsters with his blessing.

All this was in February of 1952. The opening was scheduled in June to coincide with the beginning of the summer playgrounds. On opening day nearly three hundred youngsters, and scores of curious parents, clamored at the gates and thronged the sides. The signal to begin was given, and five seconds later the first bewildered bluegill was flopping on the bank. Of course, any project like ours must have strict rules to govern it and to ensure its success. We had each youngster present a fishing permit to obtain entry to the pool. These were issued free of charge at the city recreation office, and they enabled us to check not only the child's identity but his participation each week. On the back of each card was a list of the rules which we set up in the interests of safety, sportsmanship and conservation.

It is obvious that such an activity necessitates the strictest pool side supervision. For instance, for safety's sake we found it necessary to forbid any kind of overhead or side arm casting, but we had to learn this the hard way.

Every director of recreation knows that the philosophy of public recreation is dedicated to providing service for as many as possible. This can be done only by presenting a well-balanced recreation program to the community. We know that not every youth is athletic, and surely interests are many and diversified. With few exceptions fishing can be enjoyed by everyone if the opportunity is presented. Its carry-over value is immeasurable, and while a program such as ours is confessedly no substitute for actual field and stream experience, it is a preparation. It points the way to it, and the way is not far.

MR. DEBENEDETTI *is superintendent of recreation and parks, and* MR. LOVEALL *is junior sportsman supervisor in Lodi.*

Dust Elimination

DUST ELIMINATION was one of the three topics on which information was requested in the inquiry on surfacing recreation areas conducted in 1952 by the national committee studying this subject. The 153 reports received from park and recreation executives relating to this subject indicated that the greatest dust problem is centered on ball diamond infields and in lesser degree on tennis courts, apparatus areas and bridle trails. Most of the information submitted related to methods used to eliminate dust on baseball diamonds and the following is a summary of the results as reported.

Water—Water is the most widely used material in the attempt to eliminate dust, being reported by 51 per cent of the authorities. It is, however, without question the most costly to apply and perhaps to control, unless one has sufficient funds to install a modern sprinkler system. Fourteen California areas reported that their major dust control is gained through water sprinkling and this method was reported in varying degrees from all sections of the country. Eleven other states report no other control agent.

Oils—The reported experience with commercial oils have been limited, according to the reports. Approximately 19 per cent submitted information on this material, with twelve areas recording successful control, seven areas mediocre results and ten areas unsatisfactory experiences. The failure of the oil manufacturer to furnish complete use specifications for his product for the various types of soils is the major reason for many unsuccessful uses. Several areas reported clothing stain experiences, messy soil conditions for several days duration and the tracking of oil into adjacent buildings.

*Calcium Chloride**—The following is a summary of the replies as they relate to the use of calcium chloride.

Arizona reports the failure of calcium chloride in the three areas reporting. California reports successful use in three areas, fair control in one area and absolutely no control in two other areas. The reports from this section of the country indicate that the use of calcium chloride is worthless in areas of low humidity. California has both low and high humidity areas and it is in the high humidity areas where calcium chloride has given a satisfactory degree of dust control.

In the northwest, Washington reports two failures because of low humidity, one because of high humidity and one area reporting fair control.

In the central-west belt, Minnesota reports both the successful and unsuccessful use of calcium chloride. One area in both Nebraska and North Dakota reports successful control.

In the midwest area, Wisconsin and Michigan report seven areas of successful control and one area with fair control in the use of chlorides. Illinois and Ohio report three areas with control and two areas of unsatisfactory results. Indiana reports one area with fair control and one with poor results.

In the south and southeastern states North Carolina, Virginia and Tennessee report five areas with successful use and three with mediocre results. West Virginia reports a mediocre area use and Maryland reports one area with successful use.

* See "Use of Calcium Chloride for Dust Control" on page 107.

In the east and northeast with the states of Pennsylvania, New Jersey, New York, Connecticut, Vermont, Massachusetts and Maine reporting, calcium chloride is the most widely used dust allaying agent. Six areas in New Jersey, five in New York, four in Massachusetts, and two areas in Connecticut report complete satisfaction; one area in Maine reports mediocre results and Pennsylvania reports two satisfactory and one mediocre area use.

Authorities, with but few exceptions, are using the manufacturers' application specifications; that is, from ½ to 1½ pounds per square yard of area treated—the exceptions were down to ¼ pound and up to 3 pounds per square yard—with from two to several applications per season. It was further revealed that in areas where successful use is obtained rates and times of application have direct connection with the relative humidity of the use-area. In several low humidity sections of the country the chlorides were used with absolutely no results since there was insufficient moisture in the air for the two special properties of calcium chloride to become active; the properties being hygroscopic—which means the ability to absorb and hold moisture, and deliquescent—which means the ability to liquify or dissolve itself in the moisture it absorbs. If the users in low humidity areas had been supplied with complete manufacturers' data they could have been saved both the cost of the material and the application labor costs. Calcium chloride at a normal summer temperature of 77 degrees and a humidity of 78 will absorb approximately 2¾ pounds or .33 gallons of water (almost ⅓ gallon) in about three hours after application.

It can be assumed that if a use-area is favored with the ideal soil or soil aggregate surface—a soil containing enough sandy or gravelly material to keep it from getting muddy when wet and enough clayey material to keep it compact and firm when dry, and if the manufacturers' application specifications are followed, then, and then only will calcium chloride give satisfactory control of dust. Areas in Michigan, New York, New Jersey and Massachusetts seem to have the climate and the soil mixes for the ideal earthen play surface since they report the greatest success with calcium chloride.

A bit of valuable information is noted from those who have had successful control in its use. The Department of Municipal Recreation of Milwaukee, Wisconsin, reports: "We have found that the 'pellet' calcium chloride has distinct advantages over the 'flake' type and have been using the pellets several years. They provide better coverage, are longer lasting, are easier applied and seem to add up to lower over-all cost per application." If the other areas of the country hope for successful dust control with calcium chloride they must experiment until they discover how many gallons of water per square yard are required to bind their soils suitably, the relative humidity and normal summer temperature of their area, and other factors.

What is the answer? There must be an agent that will give better and more widespread satisfaction for this costly and provoking problem. It should be to the interests of the manufacturers of the chlorides and oils to increase their research on this problem. Perhaps they can be induced to furnish more concise product data and application specifications based on climate, soil and use-area values. The volume and scope of the problem are sufficient to assure a profitable dollar return to the industry that furnishes a satisfactory solution at moderate cost.

Conference for National Cooperation in Aquatics

• The fourth Conference for National Cooperation in Aquatics, held at Yale University late in 1952, was attended by forty-nine individuals representing twenty national organizations. A summary of the reports developed by the participants at the conference has been issued in mimeographed form. The reports deal with the following subjects: "Community Action in Aquatics," "Recreational Swimming Activities," "Organization and Conduct of Aquatic Events" and "Principles in Planning and Constructing Outdoor Swimming Pools." A discussion of "Survival Aquatics During the War" is also reported.

Among the resolutions adopted at the conference is the following:

"Be it *Resolved*, That the conference recommends to organizations active in aquatic fields, and particularly educational institutions and boards, that they take definite measures to advance the following:

The provision of additional aquatic facilities;

More extensive instruction of directors of aquatics; so that more professional leaders of such activities will be available.

Be it further *Resolved*, That more provisions be made for courses in survival aquatics, and swimming in general, with emphasis upon swimming instruction; and further, That the conference express its strong belief in and support of aquatic activities because of their value for:

Health and Safety,

Social Recreation; and

Aquatic Fitness;

factors which have a fundamental relationship both now in our national emergency and for years to come."

Mr. Robert Kiphuth of Yale University, New Haven, Connecticut, was reelected president of the Conference for the current year.

To campers' delight, nature programs often bring live animals to council ring, present first-hand knowledge.

Waiting for drums to signal start of Mask Dance. Accurate accessories are used in Indian and folk dances.

Felt bandoleer is worn as honor band. Symbols of activity are sewn on later.

Tepee designs and construction are authentic, according to primitive lore.

A Tepe Camp

EL

Arts and crafts projects provide headdresses, musical instruments, costumes and masks for the Indian dances.

Council fire program, with presentation of honors, is conducted with color of Indian costume and ceremonial.

DURING THE MONTH of July, the visitor to Humboldt Park in Buffalo, New York, glimpses among the trees a most colorful Indian Village of painted tepees around which are gathered some 218 children ranging from six to fifteen years of age. This is the summer program of the Buffalo Museum of Science, known as the "Tepee Camporee." The program, four weeks in length, is presented during the month of July on Mondays through Fridays from 10:00 A.M. to 3:00 P.M. A charge of ten dollars is made for the entire session; the children provide their own lunches and transportation to and from the park.

A carefully planned and varied program consists of nature study, arts and crafts, Indian lore and dancing, folk dancing, singing, games, story telling, camp crafts, outdoor cooking, hiking and council fires.

The children are divided into age groups of ten, each led by a counselor. Of these groups, each four are under the supervision of a head counselor. A trading post houses supplies, and medicine lodge treats scratches and bumps.

Each child is given a forest-green felt bandoleer, to serve as an honor band, upon which various colored felt symbols of the activities in which he participated will later be sewn. A small bright yellow canvas haversack is supplied for his drinking cup and other personal belongings.

Each day brings new activities and projects; and each unit has its trash containers, drinking water, and supply boxes located on its camp ground. The units are scattered throughout the section of the park near the museum, yet far enough apart to avoid disturbing each other. The program, of course, is gauged according to the age of the child and is so planned and coordinated as to tie the various activities closely together. For instance, nature hikes are sometimes utilized to gather material in the field for nature crafts. Arts and crafts projects are planned to provide Indian headdresses, costumes, musical instruments and so on, for Indian dances and ceremonies. Geology hikes provide flint, for flint and steel fire making, and tiny campfires are used for outdoor cooking.

The world of nature, the lore of primitive peoples, their tools and crafts, the fundamentals of living together and of exchanging a thousand adventures, the acquiring of skills and the understanding of a thousand mysteries have been easy to present—for the children are living in this environment. Discipline creates few problems, since everyone is thoroughly interested in the colorful activities going on all about him. Each child dwells in the realm of his own imagination, and is carefully led into self expression and practical knowledge by his counselors.

Recognition for completed effort is awarded. If the child learns five birds, he is given the small blue felt symbol of a bird. If he learns to know five trees, a small felt tree is awarded to him. In this way he is able to accumulate thirty to fifty honors. These are publicly presented in the council ring twice weekly with great ceremony.

The council fire program consists of fire making, nature reports, games, songs, stories, dramatics, pageants, contests, with all the color of Indian costume and ceremonial. Here the child learns to stand on his feet and express himself, also to behave with decorum and politeness. He participates in all the activities and learns to take defeat with victory in the games and contests.

To provide a symbol and an incentive for keeping camp grounds clean, a strange and mysterious person named after the mythical "Nanabojou" of the Indians, and wearing a grotesque mask and Indian costume, presents a weird and wonderful bird named the "Mugwump" to the group which has the cleanest and best looking campsite. Needless to say, the area in which the camporee is held is, each year, in much better shape than the rest of the park.

The camporee provides a colorful and happy picture, and visitors come from many places to observe it. Numerous people from foreign lands stop to see the children in action. Although 218 children were registered the first year, over 400 were turned away because of the lack of sufficient leadership. The Council of Social Agencies of Western New York is greatly interested in extending this work in all city parks and in nearby areas, and a study is in progress to secure state funds for the purpose.

This idea can be utilized by any museum, institution or organization, provided it has a park or some land adjacent to it and has the leadership necessary to train the required staff. A well-trained staff is absolutely necessary. All personnel is paid, even if only a small amount. A program of counselors-in-training is being developed in Buffalo, whereby good leadership material among older boys and girls is selected and allowed to participate in all training courses and to assist for one year with the various children's groups.

The tepee camporee provides an opportunity for the smaller museum or organization to do a good outdoor community job for the summer, without cost except for staff leadership time. Materials used are mostly scrap, and the ten dollar fee is sufficient to cover all other expenses.

Parent reaction has been unbelievably enthusiastic and other organizations have been most anxious to send children to the camporee. The success of the project is attributable to the careful program planning by Mrs. Sylvia Booth Brockner and Miss Emily Colvette, supervisors.

"Nanabojou" of the Indians, presents the weird and wonderful "Mugwump Bird" to group with cleanest campsite.

MR. JAEGER *is curator of education and executive secretary of the Buffalo Museum of Science, Humboldt Park, N. Y.*

George Butler

School-City Cooperation

In the Planning of Recreation Areas and Facilities

PART II

Continuing the story of striking and significant developments in a variety of communities in recent years.

Seattle, Washington

A coordinating cooperative program of site acquisition and facility development has been worked out in Seattle between the board of park commissioners and the city's school authorities. The new Laurelhurst community center illustrates how the idea has worked out. A city planning commission survey showed that the district badly needed enlarged facilities. The Laurelhurst Community Club agreed with the finding and put its weight behind a request for more space. A joint park-school staff committee, meeting each week, ironed out details of financing, construction, administration and maintenance and developed a plan which received official approval. Under this cooperative scheme, the Laurelhurst school gym was enlarged, apparatus added and social rooms provided.

The statement of intention drawn up by the park-school board joint committee makes clear the basis for the new cooperation:

"It is the general intent of this agreement that two public agencies join in the construction and operation of a public building, each paying its just and fair share of the costs prorated as to use of facilities required. It is further intended that all such joint use shall be exercised in an efficient and economical manner so that such public service may be extended to the largest possible number."

In May 1950, contracts for the Laurelhurst center were signed and construction begun. The total cost of enlarging of facilities was $128,381. Of this amount, the school board paid $49,120.51; the remainder was paid by the park board. The facilities have had steady use ever since.

At Magnolia, another school-recreation center, the park department financed the expansion of the gymnasium and also financed the social wing of the school. This wing is under constant park department supervision, but is maintained and heated by the school janitorial force, with cost billed to the park department monthly. This arrangement prevails in all instances where park department funds are used to help finance construction.

The intra-department and inter-department use of the facilities is controlled through a permit procedure. For example, the park department has the use of all suitable school gymnasiums and auditoriums from 3:00 P.M. to 10:00 P.M. on school days, and from 10:00 A.M. to 11:00 P.M. on Saturdays and holidays. It pays the actual janitorial costs for such use. In turn, the park department grants the school authorities permission to use its stadium and certain athletic fields on the same basis.

The efficiency and economy of the joint system have been a joy to both school and park boards, and to the city council; and the community has been supplied with the facilities it needed without having to face an increased tax schedule. Mr. Paul V. Brown, the superintendent of parks, comments: "As an indication of the possible economies that may be effected through this joint school-park planning, financing, operating, and maintaining of integrated facilities, it costs the park department approximately $150,000 a year to maintain and operate nine of its fieldhouses, whereas we pay to the school district only $15,000 per year for the use of nine comparable facilities. These figures do not include the supervision of activities, which is the same in both instances. In addition, of course, the taxpayer is saved from capital expenditures that would total millions of dollars, since our Class A fieldhouses now cost more than $350,000 to construct, whereas our participation in a properly designed school facility will range from $50,000 to $100,000."*

Denver, Colorado

In Denver the board of education and the administration of the city have achieved cooperative planning through a coordinating committee of seven members. The superintendent of schools recommends three members who are: president of the city and county PTA, a high school principal, and a member of the board of education. The three city representatives are: the chairman of the city council's recreation committee, the director of planning, and the director of parks. The director of health education, physical education and recreation for the Denver public schools serves as committee chairman and is paid for this position.

Mr. J. Earl Schlupp, the director of

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* Adapted from "Community Centers Seattle Style," RECREATION, March 1952.

recreation for the city and county writes: "In the selection of a new public school site as well as an adjoining park and recreation site, an overlay of both plans, long range, has been made and it has been agreed that the public schools will seek five acres for elementary school locations, ten acres for junior high schools and twenty acres for senior high schools. The city will attempt to select the same number of acres adjoining and contiguous, providing this does not fall too far outside its park and recreation plan. To make plans functional, the director of recreation and a representative of the board of education sit on the sub-division review in the city planning office and are able to make known their needs and wants."

He points out that where the areas adjoin, the city effects closing of existing streets or refuses dedication for proposed streets. If the larger total acreage belongs to the schools, their engineering department develops the plan with a slant on their needs for the traditional physical education program. The plan is subject to approval and acceptance by the city. When agreement is reached, a cost analysis is made. If structures, such as toilets or permanent improvements, are to be erected on the city-owned land, it is agreed that the city will finance them, but the board of education may erect what are known as removable items such as backstops and fencing. The reverse becomes true if the improvements are to be made on school-owned land. The tax-dollar cannot be mixed because each agency is autonomous and responsible to the public, but funds can be combined and the cost divided as indicated.

To cite one instance, a joint improvement that will cost approximately $50,000 has been approved, with most of the work on city-owned land. The city has detailed $22,500 to initiate dirt removal, curb removal, location of playfield, grading and surfacing. The board of education will supply fencing and other items to cost approximately the same amount. There is no pat formula. Each situation stands on its own merit.

Spokane, Washington

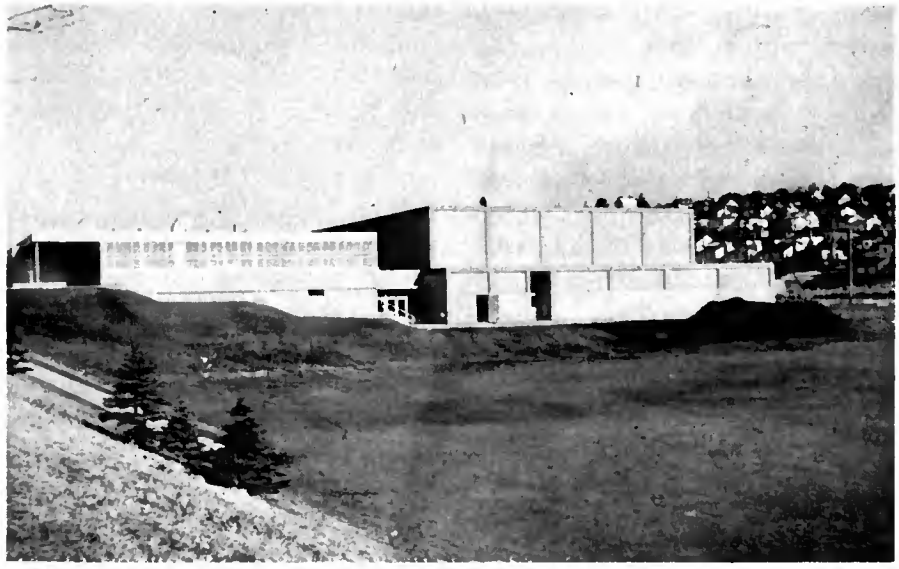
Cooperation in the acquisition, improvement and operation of school and city recreation properties in Spokane is achieved through an advisory coordinating committee. The committee consists of two members of the park board and two members of the school board, the superintendent of schools, and the recreation director of the park department. Board representatives on the committee, which was formed in 1945, are appointed by the two board presidents. Area and facility plans are usually initiated by the department executives, but all such plans and projects are submitted to the coordinating committee for review and approval. Their recommendations are then referred to the two official boards for action.

The advisory committee meets on call of the chairman, and the proceedings of the meetings are reviewed at the regular meetings of the two boards by designated members of this joint committee. The superintendent of schools, the city planning engineer, the parks superintendent, and the recreation superintendent work closely in developing plans for the acquisition and the improvement of new areas and facilities.

School properties are designed with the cooperation of the park department in order to provide adequate centers for community recreation outside of school hours. Park playground areas, so far as possible, are located adjacent to schools and are equipped to serve the schools as well. Each department purchases the area needed for its specific use. The park board purchases the area intended for recreation purposes adjoining the school site and equips it at its own expense. The school board fully equips the units on its own property, but school areas are usually confined mainly to the building site.

School facilities are assigned to the recreation division of the park department for use outside of school hours under the supervision of the recreation director. Park facilities are assigned to the schools, as needed for school activities, under the direction of the superintendent of schools or his designated assistants.

The cost of this joint operation is distributed as follows: The park department pays for the recreation leadership and janitorial services during the hours such facilities are used by the park department. The schools furnish light, water, heat and other items that pertain to the maintenance and upkeep of the buildings. The equipment used in the conduct of the program for the most part is furnished by the park department, except as the recreation director and the superintendent of schools find it advisable to use school equipment.



Magnolia Fieldhouse in Seattle is a school-recreation center. The park department financed expansion of the gymnasium, also social wing of the school.

Norfolk, Virginia

Schools, libraries, low-cost housing, parks and playgrounds are included in a ten-year multi-million-dollar capital improvement program. The procedure followed in the development of school and recreation facilities in one neighborhood illustrates the method used in carrying out features of this program which was developed by the Norfolk Planning Commission. In selecting the sites for the elementary school and neighborhood playground which are located in relation to a public housing project, consideration was given to the space standards established by the Virginia State Office of Education and by the Federal Housing Authority for low rent housing sites. Using the table of minimum areas determined by the number of dwelling units in the project, the Norfolk Housing Authority was able to grant the use of five acres of its land to the school, thus supplementing the seven-acre site which had been determined for the school. The park and recreation department is landscaping the twelve acres, laying out the play areas, furnishing and installing the play apparatus and providing equipment and materials. It is assisting with the entire site plan of both the school and the housing project and not a tree is cut down, a shrub moved or new one planted except after consultation with the park department. Although the functional plans of the school building and the housing community building conform to the purpose each is intended to serve, both buildings were primarily planned so as to be easily adapted to a wide variety of leisure-time activities for children and adults under the leadership of the park and recreation department.

Joint planning resulted in mutual agreement which assured economies and well-planned facilities. For example, the elementary school could not well provide a regulation gymnasium with showers and lockers within its appropriation. Neither could the housing project provide such a facility in its community building. As the plan has developed, however, the school will build an auditorium and the housing project will build the gymnasium. Without cooperative planning each building would doubtless have had a facility that would not have been adequate for either auditorium or gymnasium use. Seats in the school auditorium are movable so it can serve as a multi-purpose room. It has separate heat controls and outside entrances so it can be shut off from the rest of the school when in use after school hours. Other units in the school building can be cut off and easily supervised when in use by the park and recreation department, which furnishes the recreation leadership for the playground, playfield, housing community building and school.

Responsibility for maintenance of the facilities is as follows: The park and recreation department maintains the playground-playfield; the park and recreation department and the housing authority share in the maintenance of the project community building; the park and recreation department pays for the janitor service in the school when that building is used for recreation activities under its leadership. All janitor service in the school is under the supervision of the custodian of that building. Public utilities for the project community recreation building are paid for by the park and recreation department.

Omaha, Nebraska

Development of the Kellom School-Recreation Project in Omaha is an outstanding example of cooperative enterprise. When the people of Omaha in 1946 approved the establishment of a park and recreation commission and voted bonds totaling $1,637,000 for the development of much-needed recreation facilities, the need for cooperation between the park and recreation department and the school board was recognized. One of the projects suggested for development on a cooperative basis was the Kellom School site. The school was located on a very small piece of ground adjoining a housing project with over eleven hundred children. The project involved the purchase, by the board of education, of half of the site selected for the enlarged school and community center and purchase by the park and recreation commission of the other half of the site. A portion of the area was acquired through condemnation, the balance through direct purchase. The title of the grounds acquired by each department is held by that department.

In developing the plan for the area, no particular attention was paid to property lines. The plan included a swimming pool with a wading pool, a hard-surface area, tennis courts, two softball diamonds, one baseball diamond, a children's playground and a new grade school building with gymnasium. The swimming pool was built on ground purchased by the board of education. The agreement between the two boards is that in case the pool should cease to function, it would be the responsibility of the park and recreation commission to fill up the pool and remove the pool building. Most of the recreation facilities, other than ball fields, are also on school property.

The school building and gymnasium, as well as the other facilities, were designed for the combined use of school and community. Rooms were arranged so they could be used in the daytime for school purposes and at night for recreation. The park and recreation commission has the responsibility for developing all outside facilities, the board of education for erecting the building and maintaining and operating it for school purposes.

The park and recreation commission takes over the operation of the recreation section of the school building at 4:00 in the afternoon until 10:00 or 11:00 at night. It also has permission to use the building on Saturday mornings and afternoons and Sunday, but during these periods it is required to pay for any manpower needed for operation.

Richmond, Virginia

The status of the school board in Richmond facilitates cooperation between the city and the schools. Public schools are under the jurisdiction of a five-man board, the members of which are appointed by the city council. The board, through its administration staff, makes policies, rules and regulations,

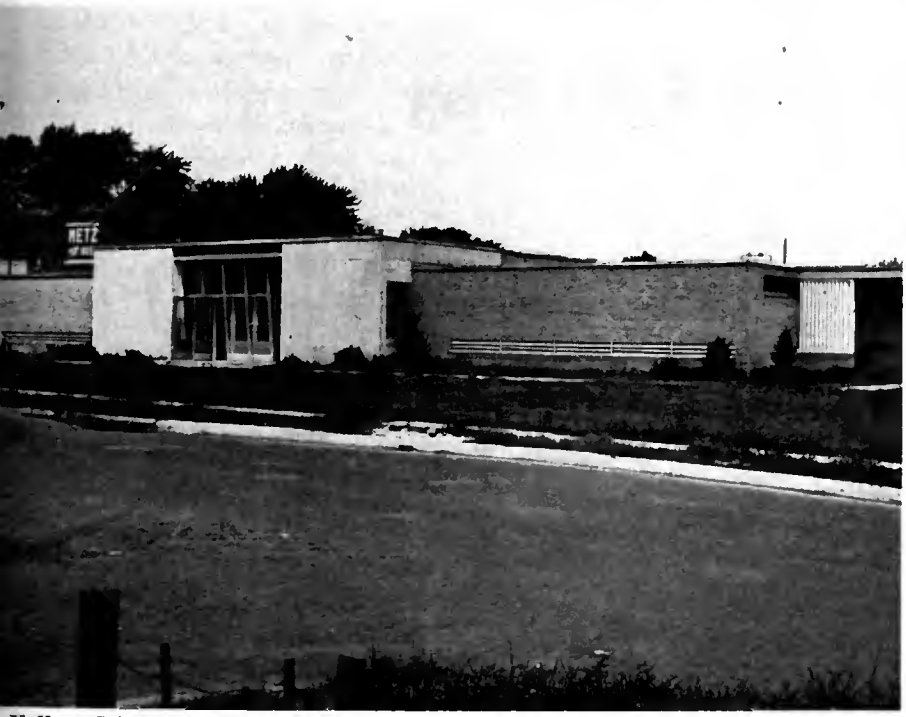
prepares budgets, and performs most of the functions of over-all government, except the levying and collection of taxes and appropriation of funds. School buildings, grounds and equipment are property of the city.

The department of recreation and parks is one of six operating agencies under the jurisdiction of the city manager.

A careful evaluation of Richmond's immediate needs, both for new public recreation facilities and new public school buildings, in relation to estimated revenue, indicated that it was impossible to meet all desirable or even all essential needs. Several new school buildings were being constructed, and additions were being made to old structures, and new municipal recreation areas were being acquired and developed. The need for planning and developing facilities together was obvious. A cooperative school administration, interested city manager and effective planning commission all had an important place in setting up the plan and making it work.

By charter requirement all capital improvements including plans for land acquisition and development, both for schools and recreation, must clear the city planning commission, city manager and city council. The charter of the City of Richmond adopted in 1948 also states, "The department of recreation and parks shall be permitted to utilize grounds and buildings under the jurisdiction of the school board at such hours and on such days as they are not in use for other educational purposes, subject to such reasonable rules and regulations as the school board may establish, and provided that the department of recreation and parks shall be responsible for any damage or extra expense arising from its use of the schools' grounds and buildings."

No written contract with respect to capital improvements, land acquisition and new development exists between the two bodies, but a working relationship between recreation and schools has been established, as follows:



Kellom School and Recreation Center, Omaha, is another example of cooperative enterprise. Rooms are used in daytime by the school, at night for recreation.

A) Plans for new school buildings and areas developed by the school board. By written instructions from the superintendent of schools to his staff and contractual architect, such plans are reviewed and approved by the director of recreation and parks. All reasonable suggestions and recommended changes from the department of recreation and parks are incorporated in plans for school facilities. New school sites, acreages, needs, locations and plans for development are also reviewed by the staff of the department and often altered to meet recreation needs. Since funds for acquisition and development come from the same source and titles remain in the name of the city (not the school board) and the city charter specifies the conditions under which school facilities may be used, the question of whether outdoor areas are assigned to the administrative jurisdiction of schools or recreation department is of minor concern. If need exists, the department of recreation and parks adds lights, play equipment, bleachers, backstops, tennis courts, asphalt areas and develops school play areas with approval of the school principal and the superintendent.

In all new school buildings the department requests that the following be provided:

1) Outside entrances to wash rooms, cafeteria, auditorium, gymnasium, library, shops or any other special facilities. Also an arrangement whereby inside doors can be locked securely when outside entrances are in use and access through building is not desired. Separate buildings for auditorium and gymnasium are desired.

2) "Cut offs" (fire door or folding gates) so that cafeteria, gymnasium, auditorium, and six class rooms (more or less as needed), preferably on first floor, can be heated and used separately.

3) Folding gates or suitable arrangements that will prevent access to the entire building when only a portion is needed.

4) Movable tables and chairs in cafeteria and class rooms which are used for community purposes.

5) Storage space for recreation supplies, games and equipment—in the form of extra closets in class room or a separate storage room, conveniently located.

6) Softwood floors on auditorium stages; dressing rooms and storage space arranged in a practical manner for drama presentations.

7) Arts and crafts with running water, work tables, good lighting, and storage closets or cabinets.

8) Entrance lounge and check room.

9) Office space for the staff of large centers.

B) Plans for new recreation areas and outdoor facilities developed by department of recreation and parks. Just as school indoor facilities are made as useful as possible for joint recreation use it is the policy for municipal recreation areas, where possible, to be adjacent to public schools and made adaptable for school uses. School officials therefore review plans for the development of play areas and make suggestions which are incorporated insofar as possible.

Although there is joint planning and use of areas and facilities, action of the city council assigns jurisdiction of the areas, including maintenance. Except for damages directly related to a special activity, both school and recreation departments maintain the areas directly under their jurisdiction, including costs of electricity, heat, water, gas. Program costs, including leadership staff, overtime for janitors, maids, and firemen, are assumed by the respective using agency. There is no charge for rent and no charge for janitorial help when activities are conducted during their regularly assigned working hours. The using agency only pays extra costs for special services or overtime over regular duties.

J. A. Reynolds, the director of recreation and parks, states:

"In our situation, there are instances where both schools and recreation have outdoor space adjoining each other, complementary to each other, and each has the jurisdiction including maintenance of its own space. Responsibility is clearly defined. In instances where one agency either constructs or maintains a facility or area under the jurisdiction of another agency, the agency under whose jurisdiction the area comes reimburses the one performing the service. We have no joint ownership of indoor facilities.

"It is my feeling that before long we will be constructing community centers with gymnasiums near schools (particularly the old school buildings which are not very adaptable for recreation purposes) which will also be used for school purposes. There is growing community interest for such an arrangement which appears to be of mutual advantage to all concerned."

Joseph Lee Day

On a July day this summer, the twenty-sixth to be exact, children and their parents will gather on playgrounds all over this nation, to pay tribute to the man who fathered the playground movement in this country—Joseph Lee. General public recognition of his contribution to American life has grown steadily through the years. The celebration of National Joseph Lee Day was established in 1938. An article, "Godfather of Play," published in the *Christian Science Monitor*, appeared in *The Reader's Digest* in 1940.

In that same year, Susan Lee, a member of the board of directors of the National Recreation Association, wrote:

"In looking over the material for Joseph Lee Day and thinking over the various plans which are being made, I have tried to keep in mind what my father would have liked to see, himself, and what ceremonies seem to best express him and his philosophy.

"I think a simple, spontaneous, local expression of play, in its various manifestations, is the best kind of material. That activities and ceremonies should be real and first-hand, from the point of view of the children taking part, seems to me of first importance; and as a corollary to this, that each community should work out its own program so that it expresses that particular group or locality, and not somebody else's conception—a vital point, both from the point of view of the creative, or play spirit and that of democracy. The songs and dances, plays and pageants should have joy, simplicity, and beauty for both participants and onlookers. Anything which is forced, or artificial, or secondary should be avoided. One of my father's characteristic sayings, used with another connotation, but equally applicable here, was, 'Don't tie on the flowers, water the plant.'

"As to the more personal and direct memorial aspect, my father believed in the value of symbolism, of making our national heroes and ideals visible, although he would have declined the hero role for himself. But even here, it was the spiritual and true value behind the man or the ideal which seemed to him important, as witness the pageants put on by Community Service on Boston Common for the Fourth of July which sometimes had no direct connection with the Declaration of Independence. He always went, although he was never living in town at that time, and in these pageants took the keenest pleasure and delight, rejoicing in the beauty of the setting, with the lights reflected in the brimming Frog Pond. Perhaps in this connection it is only fair to state that I think he believed, also, in the more direct form of civic ceremony, provided it avoided what he called 'eagle screaming' and '123½ per cent Americanism.'

"My father would not have objected to stories of a hero but he would have abhorred any idea which created a bloodless, sentimental stereotype, or any method of forcing a form of expression on the children. In this connection, Washington is a case in point. My father admired Washington tremendously, but realized his low visibility as a hero, especially as presented to children. Once when I was teaching, he helped me to pick out incidents from Washington's early life which would appeal to the dramatic imagination of children, and thus help Washington to come alive; as, for example, the time when he carried a message through the trackless forest to the French fort on the Ohio, swimming a river and spending the night on an island without a fire, for fear of the Indians. He knew that the cherry tree story was not only untrue, but would carry little or no appeal to the normal red-blooded child. He felt that Parson Weems had a lot to answer for."*

* "Doing It the Joseph Lee Way," Recreation, May 1940.

KINGWOOD CENTER

T. E. Rivers

CHARLES K. KING'S dream of a program of life enrichment for the people of Mansfield, Ohio, is now to be realized. Mr. King died last May, and his former home, Kingwood, and related buildings, forty-six acres of grounds, together with a very generous endowment have been set aside "to provide a well arranged program for educational, community and recreational activities." This quoted phrase is from Mr. King's trust agreement which outlines, in detail, how he desired to have his home and the accumulated treasure of his lifetime given to the people.

It has been a very great satisfaction to me to read this final document, as well as to look over our NRA file and the record of how this dream took shape in the mind and heart of Charles K. King, for it was not an impulsive act. "Kingwood Center" is the result of a generous desire plus careful study, on his part and on the part of his associates, many field visits, conferences, careful advice of lawyers, financiers and workers in the National Recreation Association who dreamed with Mr. King.

In 1936, in conference with Fred M. Riddleberger, Mr. King's attorney in Cleveland, the association proposed: conferences with Mr. King in Mansfield; visits to the association's headquarters and to other community projects; a study, by the NRA, of the needs of Mansfield, and an analysis of how Mr. King's property might best help to serve these needs. Mr. King was the most eager of all to explore, to consult and to expand his own idea so that the ultimate program would be of the greatest value to the people of Mansfield and to the State of Ohio.

About a year later, the association made a study of Mansfield. E. Clark Worman, did the detailed field work, and many others on the staff were consulted.

It was interesting to see Mr. King's vision take shape as time went on. He talked first of an "Education Center." We soon learned that Mr. King had a deep interest in gardening, nature, music, drama and art. After thoroughly discussing the relationship of education to recreation he stated that what we meant by recreation was really what he had in mind when he originally spoke of education. He was impressed with L. P. Jacks' book, *Education Through Recreation,* which seemed to give him a satisfactory philosophical background for the things he wanted to do.

C. K. King

He wanted to interest the adults first, believing that if "the right people in the town were doing the right things the young people would imitate them." He thought of providing a place, determining the kind of buildings necessary, helping the people locally to catch a vision of what the center could become, insisting on the right kind of leadership—these were in the framework.

He appreciated the values to the people, not only of seeing and hearing the best in music and drama, but also of having a chance to participate themselves. He put careful thought on priorities. He wanted to start the program with what was already available, his home and gardens, and then add to it. From his analysis the endowment, at that time in the late thirties, would be adequate for what he called the "first unit." He hoped and believed that there would be funds for the whole project.

Basically, Kingwood Center is to provide a well-rounded program of educational and recreational activities for the people of Mansfield. The first step will be the development of the gardening and nature activities. When this has been "creditably developed" the trustees are to erect a building suitable for carrying on other aspects of the program.

The project is well endowed, managed by a board of trustees consisting of George L. Draffin, William A. Springer, Lowell Bourns, D. O. Meese and B. F. McLean, and will be under the executive direction of Dr. R. C. Allen, horticulturist of broad experience, who began work there on April 1.

As early as 1939 Mr. King considered starting this program before his death. We ourselves urged this because of the satisfaction he might experience in helping to launch and work out the plans he had so carefully developed. He finally ruled this out, however, believing that at his age he was not up to facing all the problems involved.

Charles K. King has joined the increasing number of men and women who have such faith in the recreation movement that they have given large sums for the purpose of enriching the lives of others through music, drama, nature, arts and crafts, sports and other leisure-time programs.

Kingwood Center was well conceived and carefully planned. The National Recreation Association is proud to have had a share in this notable community service and will watch with great interest its implementation in the life of Mansfield.

MR. RIVERS *is the assistant executive director of the NRA.*

Boating is an exciting and ever popular activity for blind campers.

CAMPING

The following material, prepared to be of use in the orientation of the new counselor, at Camp Lighthouse, who has had little experience with handicapped people, is presented in the hope that it will be of help to students and other workers with the blind.

What happens to a person who becomes blind? What kind of person is one who has never seen? What kind of camp is Camp Lighthouse?

Camp Lighthouse is one of two summer camps owned and operated by the Lighthouse of The New York Association for the Blind. It is located on the south New Jersey coast, about ninety miles from New York City.

Our campers are people, men and women of all sizes and shapes, some intelligent, others dull, some quick, some slow, the strong and the weak, the aggressors and the meek, differing from one another as all human beings differ. There is, however, a strong bond of identity among blind people. This is based not so much on the fact of sharing a similar physical handicap as upon the experiencing of similar instances of the general lack of understanding of the blind.

Camp Lighthouse was built in 1926, and is a centralized camp with fifteen buildings spaced in a large circle on one acre of cleared area. These consist of a dining-hall, social hall, ten cabins, two washrooms and a garage-tool storage building. Thick, impenetrable woods surround the camp on the west, north and south. To the east is an extensive saltwater meadow which separates the camp from the beach and Barnegat Bay. We reach the beach for swimming and boating by a four-hundred-yard railed boardwalk which has been constructed over the soft marshland. Because of the thousands of acres of sea level woods and meadows, Ocean County is mosquito territory. Mosquito control has been a difficult and continuing problem. Outdoor evening programs are almost impossible.

Our camp buildings are sturdy, well-built and completely screened. Standing in the center of camp, facing west, the dining-hall is directly in front at the number twelve position on a clock. Going around to the north, clockwise, are cabins one through five and the north washroom. This is the women's side of camp. Continuing around to the east, the play field is at three o'clock and the social hall at six o'clock. Then to the south are cabins six through ten and the south washroom. This is the men's side of camp. Camp Lighthouse is a small camp, and we average thirty-six campers per a two-week session. The largest number we can accommodate is forty-six.

Purposes

Many of our blind and visually handicapped campers lead limited lives in terms of mobility, variety of new experiences, and independence in choice of social and recreational activities. To a blind city person outdoor activity, if at all possible, means dependence on others for guiding, or the strain and tension of traveling alone, then trying to compete with and adjust to sighted persons who are out for recreation, too.

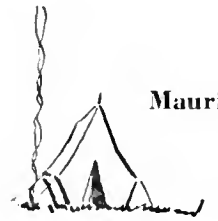
At the camp there is a minimum of dependence in moving about and in participation in a varied program of outdoor activities. As already indicated, the locations of buildings, play areas, dock and beach are simple. The paths are well-marked, the boardwalk is straight and safe.

For many of our campers, camp is the most significant change in a year of routine living.* It means so much to a blind person, even if it is for two weeks only, to get away from relatives who are worn by the extra little services a blind person requires; to be able to go outdoors at will; to be able to choose from a variety of recreational activities; to have three good meals a day in a friendly, easy atmosphere; and to be accepted as an individual.

Socialization is one of our important objectives. Blind people tend to be isolated from, and to isolate themselves from, normal group relationships. Our permissive, flexible

MR. CASE, *member of the American Association of Group Workers, recreation director at the Lighthouse, has been the director of Camp Lighthouse for the past ten years.*

* See "A Part of My Life," in RECREATION, June 1952, by Jacob Twersky, blind author whose first novel, *The Face of the Deep*, will be published this month.



Maurice Case

for Blind Adults

Players eagerly await "Go" signal from referee, Dr. Platt.

program encourages wholesome social relationships. There is a lot of friendliness, easy talking, laughing, and inner relaxation.

We try to interest our campers in learning skills within their competence as individuals and as handicapped persons. We have found it unnecessary to attempt the spectacular or the bizarre. If we have to prove anything, we want to prove that our campers are people. With activities such as swimming, boating, hiking, dancing, outdoor games, indoor table games, group singing, social group games, cabin care, and just moving about outdoors, there is more than enough content to meet the needs and wishes of our campers.

Although the average stay can be of only two-weeks duration, some real and lasting adjustments and accomplishments have their origins in the relationships and skills begun at Camp Lighthouse.

Campers

Professional workers in our field refer generally to all our campers as "blind." It is immediately obvious, however, that about three campers out of five have some usable vision. These partially sighted persons are visually handicapped to the extent of approximately eighty per cent loss of visual efficiency.

Campers with the most vision are not necessarily the most adequate and independent campers. The extent to which a person accepts himself as he is; the extent to which he develops good attention, association and retention techniques; the extent to which he supplements the little seen with what he hears, smells, feels, and his muscles remember—these determine his general adequacy and independence. Some of our totally blind campers require no assistance except in situations where accident and injury are possible.

There is general agreement among psychologists that about ninety per cent of what we know comes through our visual experiences. This is why it is so much more difficult for a blind person to adjust himself to the natural and social environment which in our society is so dynamic and complex. Through necessity, practice, and education a blind person learns to utilize the other senses as effectively as possible. However, there is much in our environment too large, too small, too hot, too cold, too delicate and too dangerous to touch and handle. Many things make no sound, have no odor. Even aside from this, a blind camper could not possibly hear and feel everything he might and should know about the things around him. Therefore, blind people have to depend a great deal on spoken or written description. Added to this dependence on description is the inescapable fact that physical blindness gives a general impression of helplessness, particularly in the area of movement. As a result, many sighted persons are prone to project dependency and helplessness to the total behavior, volition, judgment and emotions of all the blind persons.

Blind persons react to this categorizing with strong aggression, showing hostility, irritability, anger, and sometimes defiant, irrational independence. Others react with regression, becoming helpless and almost completely dependent. Those who can adjust to the stereotyped attitude of the sighted, accept, at least consciously, the realistic limitations imposed by blindness. They then proceed to become as adequate as possible in activities in which sight

plays a minor role. The extent to which so many blind persons have been able to achieve adequate status personally, economically, and socially is a great tribute to them as individuals.

Implications for the Counselor

What should the preceding mean to our camp staff? Most important of all is the fact that our campers are individual persons. For the most part they are just average persons who have learned to live with their visual handicap. They are eager to participate in camp activities, and want the assistance of understanding leadership.

There, of course, will be some campers who have not made an adequate adjustment to their handicap. One must remember that patterns of behavior and character have their roots deep in heredity and past experiences. Even a severe shock like blindness will not completely change the basic structure of a personality. These less adequate campers need all the understanding and intelligent help we can give them. For them Camp Lighthouse has to be even more positive and meaningful.

Singing, to strumming of guitars, enlivens a rainy day.

Because of the implications of helplessness which blind people have to face continually, our campers are sensitive about supervision that is either patronizing or authoritative. This type of supervision, particularly from young counselors, seems to be verification of loss of individual and adult status. At the same time, our campers do need some supervision. Regardless of how adequate the adjustment, blindness does increase accident potential; sighted assistance and adaptations are needed in many indoor and outdoor games and camp activities; and then, coeducational camping requires supervision. One must remember also that the campers are our guests and that we, as representatives of the agency, are responsible for their safety and well-being.

Proper supervision at camp is best exercised through genuinely interested participation with the campers in the program activities. The friendly, confident presence of a counselor is about all that is needed to assure acceptable camper behavior.

Program

In formulating our camp program we had to be mindful of the following facts:

1. Our campers are adults, eighteen to forty-five years of age.
2. Little screening and selectivity is possible; this means that within each group there will be campers who have widely differing backgrounds educationally, culturally and economically.
3. Relative adequacy in adjustment to the handicap varies from person to person.
4. Approximately three out of every five campers have some useful vision.
5. The camp period for each group is only two weeks.
6. The physical setup and location of the camp limits the program to daytime outdoor activities.
7. Our campers are adults and we went them to have a significant part in program planning.

The program framework of a typical Camp Lighthouse day follows:

8:00 A.M.	Reveille
8:30— 9:30	Leisurely breakfast
9:30—10:30	Bed making and bunk cleanup
10:30—12:30	Activities on permissive basis: swimming, boating, sun bathing, fishing, clamming, hiking, berry picking, outdoor games such as baseball, basketball, pushball, horseshoe pitching
12:30— 1:00	Cleanup and relaxation before lunch
1:00— 2:00	Leisurely lunch
2:00— 3:00	Rest period; quiet games, reading and letter writing
3:00— 6:00	Activities similar to the ones in the morning program plus beach hikes, boat trips and town trips
6:00— 6:30	Cleanup and relaxation before dinner
6:30— 7:30	Leisurely dinner
7:30— 9:00	Activities which are less strenuous than those in the preceding activity periods, walk on boardwalk, indoor bowling, indoor table games—cards, checkers, chess, bunko, ping-pong—record playing, group singing; just relaxing and getting ready for the evening program
9:00—11:00	Evening program—planned formal program for Monday, Wednesday, Friday and Saturday evenings; informal unplanned program for Sunday, Tuesday and Thursday evenings
11:30	Taps

A Camp Lighthouse day is a good day; it's an easy day; and it's a long day. We make every effort to give the counselors adequate time off, varying assignments, stimulating meetings and conferences.

To be a happy, worthwhile counselor one must be a healthy, rugged, outdoor person who sincerely likes people. One has to be quite a social person, too, for dancing, group singing, group games and table games are the principal content of our evening programs. One should enjoy good camp meals—because we have them; and one should get a kick out of seeing the campers enjoy them. Above all one must want to be intelligently helpful to those who need understanding assistance.

Calcium Chloride for Dust Control

Now is the time to be thinking about controlling dust for the balance of the summer. If you wait until parks, playgrounds and other recreation areas have dried out, your dust problem will be much greater than if you do something about it now.

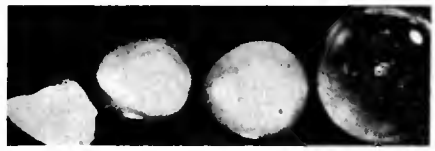
Park and recreation authorities wise in the ways of controlling dust know that if they follow recommended procedures for the use of calcium chloride dust is no great problem. They take advantage of the natural moisture now in the ground, and take steps to preserve that moisture for the balance of the season. They apply calcium chloride early in the year and thus retain moisture for long periods.

If you can hold down the dust clouds and make them a part of your recreation area, the major part of the dust control job is done. One way to do that is to keep those particles moist so they cannot blow away as dust.

Recommendations for the use of calcium chloride include an initial application before playgrounds and other areas dry out. This can be made with a hand shovel or simple lime drill-type spreader, as shown in the illustration. The main object is to spread the white flakes of calcium chloride uniformly over the surface. Apply them at a rate of one to one-half pounds per square yard of surface. If another application is needed later in the season it should be added before the surface has dried out.

It is extremely important that the surface area be moist when you apply calcium chloride if you want to get best results. Spreading it at this time of year holds the natural moisture in the surface. If you apply it later, be sure to moisten the surface first.

Calcium chloride goes immediately to work once it has been removed from its moisture-proof 100-pound or 25-pound bag. It attracts moisture from the air and dissolves itself in that moisture (see illustration). It resists evaporation for a long time.



A flake of calcium chloride dissolves itself in moisture attracted from air.

Special problems occur in parts of the country where low humidities and high temperatures are encountered during summer months. Especially in these areas, remember that *calcium chloride should never be applied on a dry surface.*

Dry temperatures play hob with the properties of calcium chloride, as they will with plain water. But you can make the water last longer if you apply calcium chloride with it.

You may not be able to maintain a smooth surface on areas during the entire season if fines in the surface are blowing away as dust. Compaction and smoothness of the surface are sacrificed if the materials are not well graded. Materials should be of uniform size in recreation areas, and soil binder or fine material as needed should be included. In this way compaction is possible if proper surface moisture is maintained.

In sections where material has been loosened or ravelled, binder soil should be added. This should consist of sand-clay, sandy-clay loam, or other fine material which aids in binding together the larger particles. Drainage of recreational areas is also extremely important.

Tennis courts and playgrounds can usually be adequately dustproofed with initial applications of one pound of calcium chloride per square yard of surface early in the season, and additional applications of one-half pound per square yard of surface if and when needed later.

For years calcium chloride has been widely recognized as an effective dust control medium by leading highway institutions; the U. S. Lawn Tennis Association recommends it for tennis courts. Wherever gravel surfaces exist and might be a dust nuisance when they dry out during summer months, calcium chloride is a potential asset if properly applied according to recommended procedures.

A small spreader is being used to apply calcium chloride on a playground.

The Calcium Chloride Institute is nationally recognized as the clearing house for technical information on calcium chloride and supplies, free of charge, standard recommended procedures for its many uses. It authorizes and supervises continuing research on the uses of the product in order to aid users in obtaining best results.

This article was prepared by the Calcium Chloride Institute, 909 Ring Building, Washington, D. C. Information and answers to special questions on the use of calcium chloride may be obtained from the institute.

From a bulletin for umpires distributed by the Milwaukee Department of Municipal Recreation

INSTRUCTIONS TO UMPIRES

As a municipal athletic division official of the department of municipal recreation you, the umpires, deal personally with people: thus, you are engaged in public relations work. It is the impression which you leave as a public employee that raises or lowers the esteem in which the municipal recreation department, particularly the municipal athletic division, is held, in the minds of spectators and those participating in the program.

You have made application to umpire, and should be aware of the fact that the minimum preparation for officiating in this capacity is a thorough knowledge of the rules and regulations that govern play. It is imperative that you be qualified, personally and professionally, in the strictest terms.

Alertness, accuracy and impartiality are the indispensable qualities of good officiating. The official's conduct before, during and after the game should be such that he is in a position to sustain any challenge to his authority. An even disposition is very desirable, for under no circumstances should an umpire lose his self-control—no matter how trying the conditions. He should be as courteous as possible in settling arguments. Remember, an official is expected to be a gentleman at all times—on the field and off the field.

Working a good ball game is not enough; you must follow through with all instructions. If the municipal athletic division is to give satisfactory service to the many teams, participants, and general public, our records must be accurate and up-to-date at all times. To accomplish this every official must cooperate. It is imperative that officials read carefully all instructions, rules and regulations, bulletins and schedules forwarded to them by the athletic division.

Special Reports:

a) A supply of special report forms is included in all officials' kits. This form should be used for making all special reports to the municipal athletic division, such as complaints of other officials, players, managers, sponsors, spectators, custodians, ball field attendants, condition of diamond, general playing conditions, written agreements, and so on. Constructive criticism will improve working conditions for yourself and for your fellow-worker. Reduce to a minimum all misunderstandings, infraction of rules, unsportsmanlike conduct, and other incidents that might be a detriment to the game, by reporting them in writing. There should be no shielding of players, managers, officials, sponsors or anyone connected with the game.

b) All unusual or irregular incidents occurring before, during, and after the game should be reported in writing by the chief umpire working the game. Any official personally assaulted by players, managers, sponsors or spectators is held responsible for filing his own report on such conduct at once. The written report should be forwarded to the municipal athletic division immediately on the special report form. Under no circumstances should written reports be made on the back of the game sign-up sheet or score sheet.

c) In addition to forwarding the written report, *it is necessary* for the official to telephone the municipal athletic division as soon as possible the following morning. The telephone report is very important as it provides the division with information until the written report is received.

Watch: The chief umpire's watch is the official watch for timing the game. Be sure to check your watch for accuracy before leaving home, then double check with officials handling the game.

Sign-up Sheet: Officials cannot be too careful in the handling of the sign-up sheet. Have players of both teams sign the sign-up sheet. *Each player should sign personally when he enters the game. If an official scorer is assigned, he will be responsible for this procedure. The base umpire should assist him.*

Grace Period—Forfeits:

a) The head umpire will allow a five-minute grace period before forfeiting the game. This grace period is intended only for teams unable to place a full team on the field at scheduled game time. The appearing team *must* ask for the forfeit. The umpire will then order the appearing team to take the field. The pitcher must throw the ball to the catcher before the umpire can officially forfeit the game.

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A team cannot be credited with a forfeited game unless a minimum number of its players sign the sign-up sheet.

b) If the appearing team wishes to allow its opponents a longer grace period, a written agreement, signed by the appearing team's manager must be turned over to the chief umpire, who in turn forwards same to the municipal athletic division with his other reports. (Special report form should be used.)

c) If an extended grace period is agreed upon, it is the responsibility of the chief umpire to inform both managers that the original deadline termination of game time as stated in the league rules shall be enforced.

d) In the event of a forfeit, the team taking the field will not be required to use a new ball.

Custodians of Fields: These men have been instructed to cooperate to the fullest so that the officials, teams, and the public are best served. Friction between officials and custodians will not be tolerated.

Uniforms and Equipment: Wear the regulation uniform and have the proper equipment. Look like an umpire, know your rules, and you will be respected. When two umpires are assigned, it will be the chief umpire's duty to decide what the proper uniform will be for both umpires in case of hot weather. The first named umpire on the assignment sheet will act as chief umpire and call balls and strikes for second game of a double header. In the event of only one game, the chief umpire is to call balls and strikes.

Reporting at Diamond: Allow plenty of time to get to the field. Officials should be on the field at least fifteen minutes before game time to supervise the necessary details in connection with the game, sign-up sheet, and so on. Introduce yourself to the custodian, team managers, and to your fellow officials. ARRIVE EARLY ENOUGH TO:

a) Locate the managers prior to game time and agree on special ground rules. (Both managers should be present at such a conference.)

b) Inspect markings on playing field.

c) Confer with other game officials, custodian and ball field attendant and playground director, *if necessary.*

During the Game:

a) Announce batteries in a loud and clear voice.

b) See that substitutions are reported to scorer.

c) Listen to questions—not arguments—of captains and managers.

d) Do not permit players to delay game by argument.

e) Stop game upon encroachment of crowd on playing field.

f) Do not warn players of infractions. Call penalties immediately—balks, interference and the like.

g) During a game in which the scoreboard is not in operation, the umpire will announce the score at the end of each inning.

General:

a) Appear in complete official's uniform in neat and clean condition.

b) Take complete control of the game and render prompt decisions.

c) Refrain from over-zealousness and abusive use of authority.

d) Be completely equipped with mask, protector, broom and indicator in good working condition.

e) Consult other umpires when in doubt on a decision.

f) Do not be guilty of criticizing or interfering with decision of other umpires.

g) Endeavor to have teams hustle to positions between innings.

h) Keep field and benches clear of anyone but participants.

i) Do not fraternize with the players, managers, sponsors or spectators before, during or after the game.

j) Do not at any time lay a hand upon, push, shove, strike or threaten to strike a player, manager, sponsor or spectator.

k) Do not be guilty of abusive verbal attack upon a player, manager, sponsor, or spectator.

l) Do not use profane, obscene or vulgar language in any manner at any time.

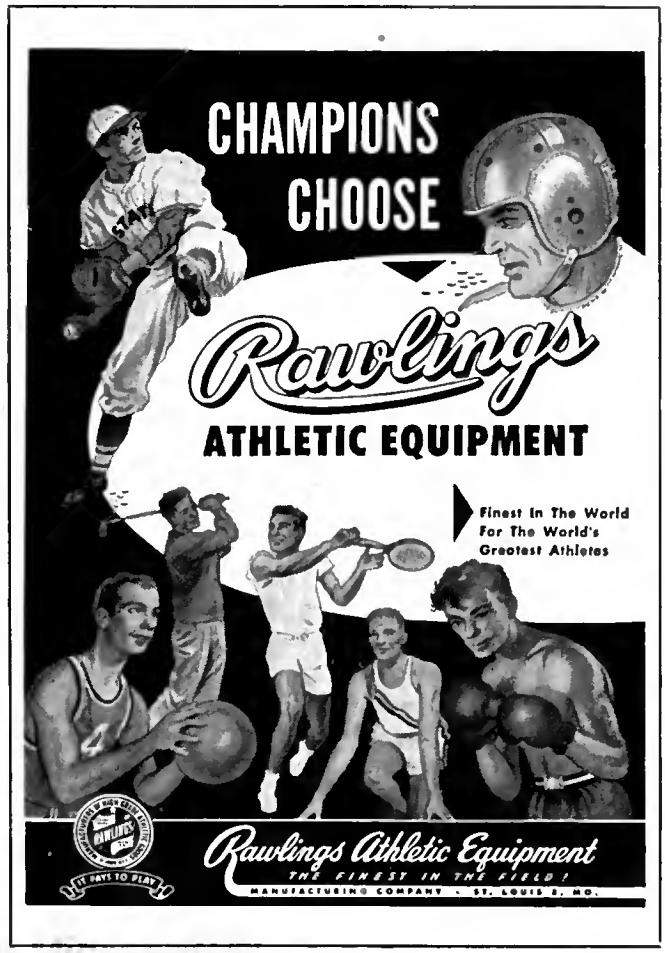
m) Do not appear upon the field in an intoxicated condition.

n) Do not gamble upon the outcome of any play or game.

o) Do not hold valuables or equipment for players or managers.

p) Do not smoke at any time during the game.

q) Do not apologize for mistakes; everyone makes them.



Day Camping Notes

A Day at Camp

For the past four years, the Omaha Park and Recreation Commission has been providing an outing program for local children at an outlying park of 375 acres. The park is located close enough to the city to make transportation a rather simple matter but also far enough out to be removed completely from city life.

Starting in the middle of June and continuing to mid-August, this program provides local boys and girls with the opportunity of spending a full day enjoying nature at its best. A bus, donated by the Federated Women's Clubs of Omaha, picks up the children at their respective playgrounds at eight-thirty in the morning and brings them back at five-thirty. Twenty-three playgrounds and other special groups are represented in the attendance.

When the children, up to sixty in number per day, arrive at the camp, they are grouped into three Indian tribes, the Sioux, Ponca, and Otoe, classification being made on an age basis. The children range from nine through thirteen years of age. The three camp counsellors act as chiefs for the respective tribes and are assisted by play leaders from the playgrounds—usually two per day—scheduled.

In their nine hours at camp, the children participate in a flag raising ceremony, learn Indian sign language, play with and feed the many animals kept at the camp, hike on the nature trails, prepare and cook their own outdoor meal, do crafts, enjoy a refreshing treat of cold chocolate and then bring the day to an end with a flag lowering ceremony. The favorite activities are the hikes and the chance to play with the animals.

Cost of this program is assumed mainly by the park and recreation commission but the children have been contributing up to twenty-five cents each if they are able. Service clubs have given financial help, and so have interested individuals.

In addition to the one day outing program, two overnight outings are held during the summer. Three campers per day, one from each tribe, are selected on their campership qualities to return for the overnights—which extend from Friday noon to Saturday noon. Sleeping out under the stars, around all night campfire, is an unforgettable thrill.

The best evaluation of this outing program is made by the children themselves when they ask, "When can we come back?" Because of limitations of funds and staff at the present time, playgrounds have only two opportunities during each summer to let children enjoy the outing program.—Milton Hagen, *Senior Recreation Supervisor. Omaha, Nebraska.*

Something New In Oakland

"Covered wagon" days have been conducted for young campers at the Oakland Recreation Department's Camp Sierra for girls and Kamp Kidd for boys, in the northern California Feather River region, according to Florence Birkhead of the recreation department publicity staff.

Ten old wagon beds were converted into exact replicas of the Donner Day wagons. Five were placed at each camp to supplement present facilities. Following the urge to sleep out under the stars, the wagons were provided—each with four bunks—to serve like tents, be dressing rooms and shelters in case of bad weather.

In the belief that typical western shelters would have great appeal, Bert Trubody, the superintendent of construction for the department, scouted nearby areas in search of just the right type of wagon bed.

Another housing innovation — tree houses—has also been used at these camps. The tree houses, ten feet off the ground, each housed four campers.

Oakland recreation folks feel that by offering young campers housing in a tent one year, in a log cabin another, a tree house for a third year, and a covered wagon and perhaps a tepee or other years, boys and girls will return again and again to camp knowing that "something new" has been added.

• • •

Oakland boys and girls with physical handicaps* will spend ten days at Willowbrook Camp and have the same outdoor fun and pleasure other children enjoy at camp. They will have the fun of eating and "napping" under the trees, fishing, exploring creeks and trails, learning first hand about trees, flowers, birds and small creatures of the woods, acting in plays, folk dancing and making things from nature's materials.

Willowbrook Day Camp for Handicapped Children is located in a well wooded and flat area in upper Temescal Regional Park. Operated by the Oakland Recreation Department, the camp is a joint project of several agencies and groups—the Oakland Public Schools, Oakland New Century Club Handicapped and Crippled Children's Guild, Oakland Kiwanis Club, Cerebral Palsy Children's Society of the East Bay, East Bay Regional Park District.

The camp is carefully planned to insure a happy, healthful and memorable experience for each child, explains Jay M. Ver Lee, superintendent of recreation. A physician's okay is necessary for each camper, and a personal interview with parents is required. Special equipment for feeding, seating and other services are necessary and each parent must place a blanket, pillow and sweater in the transportation car each morning. Three sessions of ten weekdays each are scheduled. Transportation each day to camp and back is by automobile. The Monday through Friday fee of five dollars includes a daily hot meal and transportation.

* Rheumatic fever, hemophilia, cardiac, muscle dystrophy, and bronchial asthma cases.

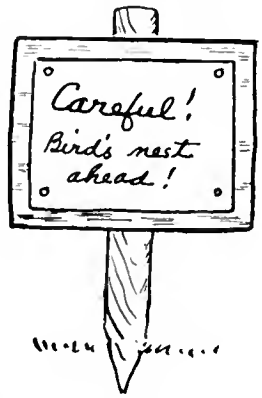
MARKING A NATURE TRAIL

USE SIMPLE SIGNS THAT CAMPERS CAN MAKE.
LABEL PLAINLY – NOT TOO MUCH PRINTING.
PUT SOMETHING INTERESTING ON BESIDES THE NAME.
USE A VARIETY OF TYPES OF SIGNS.
PUT SIGNS WHERE THEY CAN'T BE MISSED — SOME HIGH, SOME LOW.

HAVE TOO MANY RATHER THAN TOO FEW.
PLACE SO THE NEXT MARKER IS PLAINLY SEEN ALONG THE TRAIL.
SOME ARE PERMANENT (AS ON TREES). SOME ARE SEASONAL (AS ON FLOWERS).
IF YOU USE WIRE, MAKE IT LOOSE, NOT TIGHT.
DON'T USE NAILS. SMALL TACKS ON THICK BARK — OK!

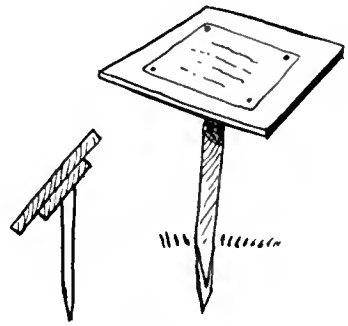
Plain Baggage Tag

Good for temporary trails or seasonal things. Mark with pencil or India ink.



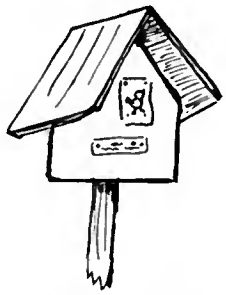
Peg Sign

Made of wood. For sticking in the ground.



Pulpit Sign

Made of wood. Good for things close to ground. Easy to read.

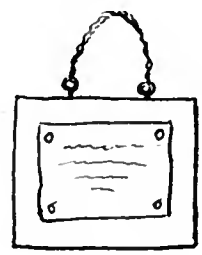


Sheltered Label

Made of wood. Protects pictures and labels from rain.

Tin-Can-Top Label

These can be enameled and lettered. Suspend by wire, or TACK to bark.



Hanging Sign

Small blocks of wood with eyelets for hanging by wire or string.

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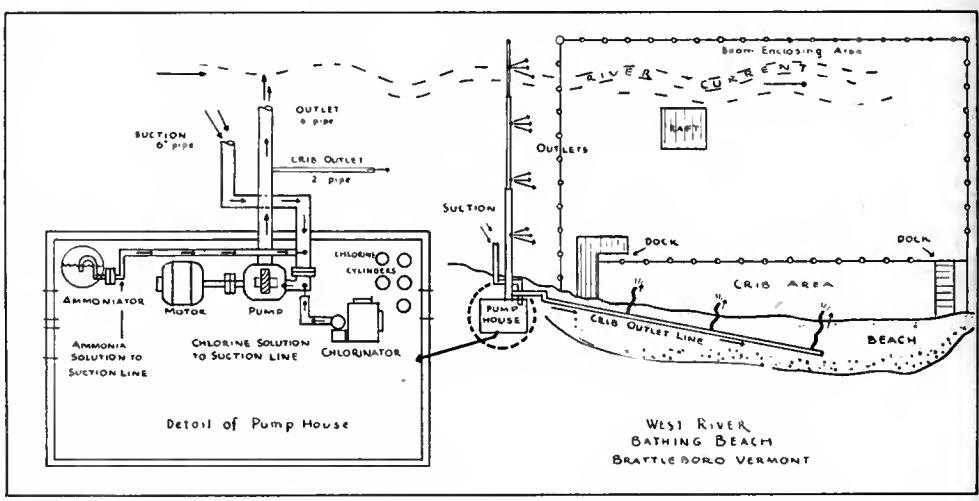
RIVER CHLORINATION

Robert A. Reis

Until 1948, residents of Brattleboro, Vermont, who wished to go swimming during the summer months had to content themselves with one of three locations: the highly contaminated Connecticut River, the hardly-better West River, or a lake twenty miles away. The recreation department for several years had been operating a swimming program, on the West River, which was curtailed and stopped many times because of the pollution of the water. This procedure proved highly unsatisfactory. For instance, the area was closed, because of pollution, half-way through the 1947 season, during a severe heat wave. It is easily seen that youngsters, parents and everyone alike suffered during these periods. Something had to be done!

After considering this and other similar experiences, the recreation board began to search for an answer to the problem of better swimming facilities for Brattleboro. The construction of a chlorinated outdoor swimming pool was considered seriously, but it was decided that such a pool would be too costly a venture for the city. Other means were sought to provide a safe swimming area. It was brought to the attention of the recreation department, by an engineer whose children swam in the polluted West River area, that a well known chlorine engineering company might help in some way. Engineers of this company came to Brattleboro to discuss the feasibility of chlorinating one of several proposed bathing areas. They recommended, after an extensive survey, that the present West River area would be most satisfactory, since the natural flow of water might aid in the distribution of chlorine.



Plans were drawn up, diagrams made, and final details drafted. It was decided to install the chlorinator and the pumping device upstream from the swimming area, with a pipe line extending directly into the stream, perpendicular to the flow, from this apparatus. The swimming area is one hundred sixty feet long, and extends one hundred feet from shore to the farthest boom.

A vacuum chlorinator, with a capacity of two hundred pounds of chlorine per day, was installed and connected to a circulatory suction pump, with a capacity of four hundred gallons of water per minute. One intake line furnishes water to the pump, which in turn forces the chlorinated water out into the main pipe line. This pipe line is one hundred twenty feet long, made in twenty-foot sections, and has diameters ranging from six inches to three inches. At two-foot intervals along the entire line there are three-eighth-inch holes, facing downstream, through which the chlorinated water passes into the main stream. An additional smaller pipe line was installed beneath the surface of the beach, with connecting hose lines which furnish chlorinated water to the crib area. It was found that ammonia would greatly enhance the stabilization of the chlorine residual, and thus a small ammonia pumping apparatus was installed and connected to the main line. A solution of

Mr. Reis, *Director of Recreation, Pottstown, Pennsylvania, was formerly superintendent of recreation in Brattleboro.*

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lfate of ammonia and water is used in this operation. A ghly stable chloramine residual is the result in the bath- g area.

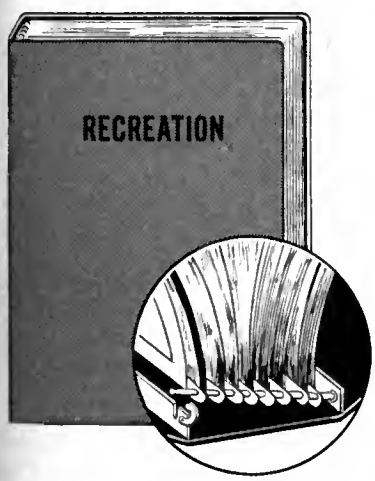
Total costs of this apparatus and its installation amount- to approximately three thousand dollars, a fraction of e amount necessary for a concrete or steel pool. Cost of eration, including maintenance, installation, storage, and lorine, amounts to about one hundred and thirty-five dol- rs per week. Chlorine is purchased in one hundred and ty pound pressure cylinders, and used in batteries of five one time. The entire apparatus is installed each spring d removed for storage at the end of the swimming season. his is necessary because of the possibility of the bathing ea being inundated during a spring flood. This adds to e cost of operation, but cannot be remedied at present. e apparatus can be operated easily by members of the ach staff, with the director in full charge. This saves the st of a full-time man whose exclusive duties would be the eration and care of the chlorinating equipment.

To date, this installation has had four complete summers operation. Small insufficiencies have been ironed out in is time, with the result that the equipment now operates peak efficiency. The company regional engineer has been lled in for consultation on a number of occasions and has been of incalculable value. This company has been very generous and friendly in its connections with the Brattleboro Recreation Department, and without their sincere interest in our problems, we would not have this installation.

In our opinion, which is backed up by full support of the townspeople, this river chlorination "experiment" has been a tremendous success. The area has been continually certified safe for swimming by the Vermont State Health Department. Daily residual tests are made, and several water samples sent weekly for bacteriological examination. We have found that by maintaining a specific residual or chloramine in the area, the tests will consistently show a safe count. At times, such as when the swimming load is high, the flow of chlorine must be boosted so as to maintain the chloramine residual. So far, the chlorinator has never been taxed to capacity. The apparatus is in operation ten hours daily for the entire season, and to date, after four seasons, no appreciable loss of efficiency has been noticed. In addition, the area has never been closed, due to machinery breakdown, for longer than a half-day.

We in Brattleboro feel that we have profited highly, and at little expense, by having had this experiment in stream chlorination brought to our town. We hope that this information may serve to aid other communities.

NEW BINDER



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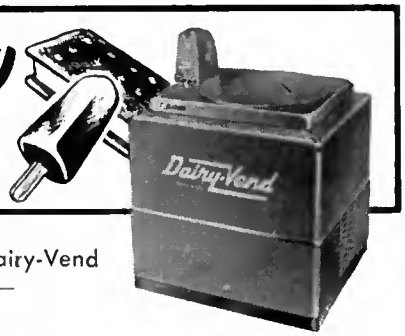
with Ice Cream Venders



Your recreation program should include Dairy-Vend ice cream venders for two good reasons —

1. The people who participate in and benefit from your recreation program will welcome this addition to the refreshment service you now have. Ice cream not only makes rest periods more enjoyable, but provides basic food requirements which most vended products lack.

2. Profit possibilities, too, are inherent wherever Dairy-Vend machines are placed. They offer you a source of income—and what recreation program would not benefit from additional revenue?

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THE VENDO COMPANY

A Story of Recreation In-Service Training in Cana

"ONE DOWN and TWO TO GO"

Alan F. Klein

WE NEED MORE TRAINING . . . We know how to do the job, but usually we don't know why we do certain things—or why some succeed and some fail . . . If recreation is going to amount to anything in this province, it must rest upon high standards of professional competence."

That was how it all began. The municipal recreation directors of the Province of Ontario, some sixty in number, were concerned about their own ability. They knew how to be recreation directors, but their performances were not based upon well-defined principles of disciplined and purposive leadership. In addition, they all had experienced some failures which they felt could have been successes with more basic knowledge at their disposal.

In Ontario, the Community Programmes Branch of the Provincial Department of Education is responsible for fostering recreation programs in the municipalities through a carefully designed and administered grant-in-aid system. The branch functions through field representatives and advisers, who serve the local areas upon request. Resource materials are made available, the branch assists in training and offers a comprehensive advisory service. In some areas of the province, three hundred or more miles separate towns in which recreation programs operate.

Convinced that standards in recreation could not be raised appreciably and in a reasonably short time without training directors and working toward certification, John Tett, the director of the branch, instituted a plan. What follows is not a success story but a progress report.

The first step was to determine what competencies recreation directors needed. There had been many so-called leadership training institutes, of many kinds, held previously. Close examination revealed that they were primarily skills training sessions, and that activity skills predominated. Most directors had many recreational skills, but their jobs had long since moved out of the direct leadership or coaching categories. Even where the recreation director ran a one-man office, the smallest part of his time was devoted to skills leadership. The over-all program in the province rests upon the community recreation philosophy. As a result, the director is involved in the development of a community program.

The recreation directors, themselves, undertook to assess their needs for training. They were administrators, community organizers, governmental department heads, trainers of staff and volunteers; they ran offices, managed budgets, and worked with boards and committees. They were "experts" in recreation, who were looked to for philosophy, guidance, and community leadership.

Working together—directors and the Community Programmes Branch—a course director was engaged and a three-year in-service training program was launched.

The course itself is divided into three parts. In November, all directors and full-time assistants come into Toronto for a one-week institute. Emphasis during this week is upon the philosophy and underlying principles that gove our work. It is the kick-off session for the year's work follow. The branch pays for the instructors and the me ing space. In almost all instances local municipalities p travel and living expenses of the directors.

Throughout the year the course instructors conduct fo week-end institutes in each of five regions. These are wo shop sessions to which directors come from nearby tow

The balance of the course is conducted through c respondence. One hundred and forty lessons are mail out, requiring outside reading and writing of papers lated to practical work, which are returned to the cou director for his correction and comment. Comprehensi examinations are given at the end of the year in five citi simultaneously to accommodate all who have qualified virtue of completing the year's work.

The course covers eight major subjects:

1. The philosophy and principles of recreation.
2. Administration, with application to municipal recreation.
3. The mechanics of municipal government and the relationship government to recreation.
4. Understanding people, personality, human relations, learning.
5. The sociology of the community and the community organizati process.
6. The use of language in public speaking, making reports, a discussion leadership.
7. Techniques in adult education, working with groups, committe visual aids and public relations.
8. Facilities, lay out, maintenance, and planning.

The first five subjects were dealt with in part in this fi year of operation. One year has been completed—"o down and two to go" has more meaning in Canadian fo ball where there are only three downs. Lessons were wr ten and mailed, twenty workshops were well attended, a the second year institute is now beyond the drawing boa stage. The score? Thirty-five have qualified, and anoth twenty are working toward finishing this first unit of wor

It looks as though it has succeeded, but it is too early f congratulations. The real values, however, have begun be realized. The recreation directors are becoming awa of their real problems and have some basic principles apply to them. They are developing a new confidence themselves and in the recreation movement. They are pla ning, using themselves and their programs conscientiousl toward defined goal. Standards of performance are rising

MR. KLEIN *is course director, Municipal Recreation Directors Training, Community Programmes Branch, Ontario.*

Winner of a playground sandcraft contest in Greensboro, N. C., was this "Ideal Playground," an example of modeling with accessories.

museums and other places where exhibits and information on the subject are available, collecting pictures and postcards, and so forth.

Some of the projects which encourage research and use of imagination:

Scenes from American history—the landing of the Pilgrims, Paul Revere's ride, Columbus sailing to America, the Boston Tea Party, the first Thanksgiving, Custer's last stand, a colonial settlement, the First Continental Railroad, a covered wagon trek, the discovery of gold in California, life in an Indian village.

Visits to far away places—a Japanese village scene, Venice with its canals, a Dutch town, a tropical island, an Eskimo village, the Pyramids and Sphinx in Egypt, and so on. A world tour in sandcraft with a visit to a different foreign place each week makes an interesting summer-long project.

Gala events—the Mardi Gras in New Orleans, a circus, the coronation of Queen Elizabeth, an ice carnival, a children's parade, Easter egg rolling on the White House lawn, Joseph Lee Day on a playground.

Buildings—local well known buildings, the Capitol in Washington, skyscrapers, the Leaning Tower of Pisa, Buckingham Palace.

Scenes from well known stories and poems—Hansel and Gretel discovering the witch's house, Bambi and his forest friends, Tom Sawyer and Huckleberry Finn in one of their escapades, Red Riding Hood and the wolf, the three little pigs with their houses, Cinderella and her pumpkin coach, the owl and the pussycat in their boat, Little Black Sambo and the tigers, and dozens of other familiar and imaginative scenes from favorite childhood tales.

(Fold Back)

Recipes for Fun

SANDCRAFT

Sand play is a natural activity which appeals to even the tiniest tots who pat the sand into mounds, let it run through their fingers, and dig holes and tunnels in it. Sandcraft is a more highly developed, constructive form of sand play. With good leadership it encourages the ingenuity and develops the imagination of children of all ages, and may lead to an interest in sculpture, ceramics, or other similar activities.

Preparation of Sand

The best sand to use for modeling is No. 1 unwashed river sand or quicksand, which is very fine and sharp and has a small amount of soil in it to aid in binding, or fine white seashore sand.

It should be thoroughly sifted, while dry, through a fine sieve, and then moistened well—preferably at least an hour or two before using so the water has time to saturate it evenly. It is of proper working consistency when a small amount of it, squeezed in one hand, holds together and retains the finger imprints when the hand is reopened. Kneading the sand after moistening helps to make it more workable.

Modeling Methods

There are three basic methods of modeling:

1. *Flat modeling.* An outline is drawn on level sand and areas are then filled in with wet sand, rounded and smoothed. It is used in making relief maps, profile work, and so forth.

2. *Bas-relief or 45° angle modeling.* Wet sand is piled into a 45° angle pyramid. The outline is drawn on the slanted side of the pyramid and then sand is either cut away from the design or wet sand is added to build up the design. Used for letters, flowers, animals and birds with long slender legs or necks, and so on.

3. *Modeling in the round.* This method is most commonly used, and is suitable for the majority of subjects such as buildings, animals, planes, boats. Either of the following techniques is used:

   a) A mound of sand is piled up, roughly similar to the general shape of the subject, which is then sculptured from the mound.

b) The subject is built up from level surface and patted and formed into shape as the modeling progresses.

Tools

Hands are the most important tools for sand modeling—and are the only tools necessary for large simple subjects; however, certain implements are helpful when more detailed work is being accomplished:

Packers—large flat boards used in pairs—one in each hand—to shift and push together piles of sand and to press it hard and smooth. *Cutters*—thin, sharp, knife-like pieces of wood for cutting, slicing, and shaping. *Tamps*—flat pieces of wood (round or square) with a dowel handle are used, potato masher fashion, to flatten or press down surfaces. *Points*—long thin sticks, pointed on one end and thin and flat on the other, used for fine detail work.

Many additional tools can be improvised and used to get various surface effects—wooden picnic forks, spools, and so forth.

Tools should be removed from the sand box and cleaned after use to prevent warping, and rubbed with sandpaper to keep them smooth and sharp.

Coloring and Preserving Models

Color may be added by sprinkling calcimine colors or powdered poster paints (which are more vivid) on the wet model; or liquid dyes may be applied with an atomizer, clothes sprinkler or soft brush.

For a temporary preservative, molasses, glue, or salt added to the water used to moisten the sand will keep the models from crumbling as they dry out for several hours. Sprinkling the wet model with cement will hold it in shape for several days.

A plane modeled in the round with letters in relief at Austin, Texas.

Sandcraft picnic in Chicago Park District was held on a public beach with areas roped off for the modeling teams from each playground.

(Fold Along This Line)

Modeling with Accessories

This type of modeling permits use of any materials—and unlimited ingenuity and imagination—as well as sand, and enables modelers to work in smaller detail and achieve more realistic effects. It is the kind of sandcraft most often done on our playgrounds. In this, as in all modeling with children, making things in proper proportions should be emphasized.

This type of modeling also is easily coordinated with other playground activities: accessories made in craft classes; scenes from story hour tales, stage settings and scenes from dramatic productions, and plans for special events such as playground festivals and play days are used as the subjects for modeling.

Projects

Encourage the children to learn as much as possible about the subjects they are modeling—through reading, discussions, visits to

People and Events

Honored

Our own Charles E. Reed was the recipient of two citaons at the Middle Atlantic District Conference which as held March 18-21 in Buck Hill Falls, Pennsylvania. ne was the following testimonial:

At a meeting of the Public Recreation Association of New Jersey ld on the 2nd day of March, 1953, the following preambles and solutions were unanimously adopted:

WHEREAS, Charles E. Reed, Manager of the Field Department of e National Recreation Association, has served the Association r more than three decades, and

WHEREAS, Charles E. Reed during his incumbency by his keen dgment, sincerity, wise counsel, and dignity, has rendered serces which have been of inestimable value to the people of the ıtion, through puhlic recreation, and

WHEREAS, Charles E. Reed has participated in the promotion of ıe health, happiness, and sound growth of children everywhere, ıd

WHEREAS, Charles E. Reed is a resident of the State of New ersey, therefore be it

RESOLVED, that the members of the Public Recreation Associaon of New Jersey do express and record their deep appreciation of ıe contributions made by Charles E. Reed to them and to their rofession, and be it

FURTHER RESOLVED, that the members of the Public Recreation ssociation of New Jersey extend to Charles E. Reed their best ishes for continued good health, happiness, and prosperity.

The other was a copy of the *Biography of Abraham Lincoln* with the inscription:

Charles E. Reed

"Nothing, if done for another, seems impossible"

Cabez de Vaca, 1528

Greetings and heartfelt good wishes, Charlie, from your fellows in Recreation for patience, understanding and helpfulness lo these many years.

Long may you wave!

Committee on Amenities of the Middle Atlantic District Recreation Conference
March 20, 1953

At the same conference, Madeline Stevens, the director of Martin School Recreation Center, Philadelphia—one of the Smith Memorial Playgrounds—and a former NRA field representative, was presented with a book inscribed:

Madeline L. Stevens

"A life of selfless dedication to the happiness of others."

Anon.

Stevie, your fellows in Recreation salute you with affection and respect.

Your long years of versatile, faithful, and distinguished service have made you a contemporary immortal.

Bless you always!

Committee on Amenities of the Middle Atlantic District Recreation Conference
March 20, 1953

Ernest H. Seibert, who will retire in June from the supervisory staff of the recreation department in Newark, was also honored with a plaque presented by the Public Recreation Association of New Jersey "in sincere appreciation of services rendered."

Recent Appointments

Warren M. Bartholmew—Recreation Department, Philadelphia.

Richard H. Beisel—Recreation Supervisor, Baltimore County Board of Recreation, Maryland.

Arthur F. Clayton—Recreation Director, Warm Springs Foundation, Gonzales, Texas.

Joan George—Parks and Recreation Department, Houston, Texas.

Vernon L. Odom—Program Director, Community Service Center, Akron, Ohio.

Louise J. Reifsman—Crafts Instructor, Recreation Department, Santa Rosa, California

Gladys L. Simonini—Director, West End Neighborhood House, Wilmington, Delaware.

Greg Sloan—Recreation Director, La Grange Park, Illinois.

Arnold W. Spaan—Superintendent of Recreation, Alma, Michigan.

Marvin S. Weiss—Superintendent of Recreation and Parks, Carlinville, Illinois.

Donald M. Weston—Gym Instructor, Madison Square Boys Club, New York City.

"On to Saskatoon"

Plans are well under way for the Eighth Annual Convention of the Parks and Recreation Association of Canada, which will be held from August 21 through September 3, and "On to Saskatoon" will be the byword. It is the first time the convention has been further west than Winnepeg and those in charge of arrangements are going all out to give delegates a real "western welcome." According to L. A. Kreutzweiser, the secretary of the convention: "Although this is a Canadian convention, it is stressed that our friends in the United States will receive a most cordial welcome." All inquiries should be addressed to him at City Hall, Saskatoon, Saskatchewan.

Charles S. Lamb

A pioneer in the recreation movement, Charles S. Lamb, who had completed thirty-three years of outstanding service to the City of Los Angeles at the time of his retirement in 1941, died at his Santa Barbara home on April 1.

Mr. Lamb entered the employ of the former Los Angeles Playground and Recreation Department, the first separate department of recreation to be established in the United States, in 1908 as a "director-at-large." In 1911, he was named secretary to the Playground and Recreation Commission, thus becoming the first man in the nation to hold such a post.

Oscar Holt

Oscar Holt, an exceptionally talented arts and crafts instructor in the Lewiston-Auburn area of Maine for many years, died suddenly, in March, of a heart attack. He was the author of the very practical article, "Substitutions in Arts and Crafts," which appeared in last month's RECREATION—an article which evinced his ability to improvise and his symbolic expression, "It *can* be done."

Pennell S. Eustis, the director of the Lewiston Recreation Department wrote that Oscar Holt's philosophy of life could be best summed up by "It is more blessed to give than to receive."

REMINISCENCES—

Personalities I Have Met

William G. Vinal

Father Link

His earliest memories went back to the farm—the skunk killed in the woodshed, the birth of a calf. His first recollection of snow was when the horse tipped over the buggy, which his mother was driving. At nine he lived in the Ozarks where his early acquaintances were the crayfish and screech owl. There was no one to help him with his nature interests and he even had a subconscious feeling that it was not altogether right. He never connected Dickens and Scott with the outdoors. The only nature books available were European. For this reason he called the oriole a bullfinch. He kept pigeons and rabbits, studying them by the hour. Aquarium life, in square candy jars, was of tremendous interest. He knew the individual trick of each animal. Still starved for nature books he suddenly decided to keep a diary. No one encouraged him, but he consistently corrected and re-corrected his writings.

One day Mr. O. D. Frank, professor of nature education at the University of Chicago, brought his class to Quincy, Illinois. The professor pointed to the hairy woodpecker, which happened to be a downy. After class, the boy corrected the professor. George Link had never had a course in biology; however, his correcting the professor led to an appointment as a biology teacher in the Quincy High School.

Father Link next attended the Boy Guidance Course at Notre Dame University. This brought him into contact with astronomers and botanists of national reputation. He was invited to teach nature study at Notre Dame and was soon advanced to co-director of summer courses in boy guidance. In the summer of 1932 Father Link attended the Nature Guide School in Hudson, Ohio. He was the only graduate of the school who had never had a course in biology before attending. At the same time he knew more about mushrooms and the psychology of birds, and possibly other fields of biology, than any other student. I vividly recall the catbird and the rose-breasted grosbeak that he took on trips. When it came time to pack up for the return to the base camp, Father Link would whistle the grosbeak out of the tree tops. The bird landed on his finger to be placed in the cage for portage.

When Father Link would say "Edwin, do you want to help catch a dormouse?" seventeen Edwins and Edwinas would come out of the brush. There are many things beyond knowledge. These things we witnessed. When Father Link kindled the spark of interest, the flame of enthusiasm broke forth. Father Link was a companion who knew the open road. He traveled it, loved it, and shared it. There is an old Pawnee ceremony. In the lighting of the fire, the Indian recited a ritual, the first line of which was: "I know not if the voice of man can reach the sky." The Nature Guide School, in recognition of the things lowly and the things high that Father Link taught, and as token of his winsome and gracious personality, bestowed upon him the Nati Indian name *Mon'-cha-tea,* whi means guide. It did not mean ju guide, but guide universal.

When I met Father Link in later li he was director of the division of ed cation for the Abraham Lincoln Cou cil, Boy Scouts of America, Springfield, Illinois; nature guide in Missouri State Park; and a staff-ma at the Camp Leadership Course of t Missouri Camp Directors. Perha greatest of all was his rustic, countr side home for boys. It was similar Father Flanagan's Boys' Town in N braska except that it was ever reachi out towards that goal which might l called "God through Nature."

For the past few years I have lo track of Father Link. Wherever he i of this I am certain, he is preachi the parables of the open road, the ti ings of the Kingdom of Nature, whic after all, is a manifestation of the Kin dom of God. May this tribute bri forth his merry answer, "Here I am. His is a "down-to-earth" religion.

"Every youth has the right to both opportunity and good leadership in nature play. We inherit impulses. We do not inherit the habit of going afield or of listening to and appreciating bird music. We can go through life and never hear the birds."—WILLIAM G. VINAL in *Nature Recreation.*

"CAP'N BILL," *Professor Emeritus, University of Massachusetts, is well known in the field of nature recreation. He is now devoting his time to writing, lecturing, consultant work.*

Digitized for Microsoft

On the Campus

Betty W. Jacob

Learning by Doing

This theme has been adopted for is year's activities by the Recreation lub on the campus of the *University North Carolina.* Club members, creation majors in the department sociology, meet every few weeks for workshop in games, crafts or other creation skills. A skilled member of e group conducts the learning ses- on. On the agenda for this spring is camping trip to one of North Caro- na's beaches, planned for the entire roup and faculty sponsors.

Dr. Harold Meyer is the faculty onsor of the organization, which has een functioning for several years.

Personals

Two 1952 graduates of the recrea- on curriculum at *Cortland State eacher's College,* who are continuing graduate work in recreation, on as- istantships, are Don Joyce and Joe lalper. Don is a member of the phy- ical education staff at *University of llinois* and Joe is doing recreation ex- ension work at *Penn State College.*

Roast Bif (Home Cooked)

The Recreation Major College So- iety at *San Francisco State College* ill play host at dinner to the District V California Recreation Society. The rogram at this gala event will include view of work done by one of the najors in a special recreation center or persons handicapped by cerebral alsy, and a panel discussion on "The Use of Volunteers," with Dr. Hedley S. Dimock as moderator.

Recreation courses at the summer session, June 22 to July 31, are held at the college's High Sierra camp, which reports vacancies in camp leadership positions offering board and room and the opportunity to earn up to six or seven units of college credit. Write to Doris A. Meek, Acting Director, Recreation Curriculum. On the graduate level, a special course in Recreational Programs will be given at the college.

Spring Tour

Syracuse University; Utica College; State Teachers College, Cortland; *Pennsylvania State College; Boston University* and *Sargent College; University of Maryland!* Al Jensen, of NRA Personnel Service, covered a bit of ground in the past few weeks for the purpose of visiting with and counseling recreation majors. Interviews were held with approximately seventy-five senior and graduate students. Mr. Jensen also addressed the Pennsylvania State College Recreation Society on "A Career in Recreation."

Recreation Books from BARNES

Championship Chess and Checkers For All
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Two master gamesmen, in the hope of making "the chess and checker fraternity more fraternal," offer a clear, sharp guide both for the novice and for the expert. Illustrated, $3.75

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A GUIDE TO WILDERNESS TRAVEL
by Carle W. Handel
A veteran adventurer through the wilderness outlines, calmly and reassuringly, the correct way to plan and live a canoe camping trip. Illustrated, $3.00

Kites
A PRACTICAL GUIDE TO KITE MAKING AND FLYING
by H. Waller Fowler, Jr.
Two stick kites, four stick kites, box kites and tetrahedral kites—kites that Ben Franklin never heard of—in a lively, fact-filled, illustrated handbook. $1.75

Marching Bands
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The ideal answer for directors who have long wanted the life and color that a marching band supplies, but have not known how to plan and organize one. Illustrated, $3.75

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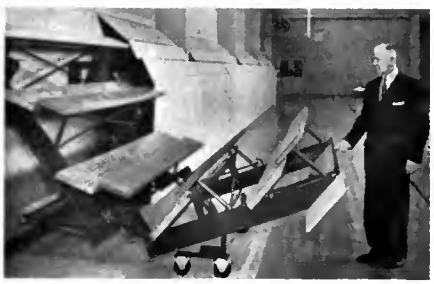
MARKET NEWS

New Bleacher

New standards in grandstand-bleacher comfort and safety have been introduced in the Beatty Rollway Bleacher, a folding bleacher developed to meet the need for flexible, space-saving gymnasium equipment.



The design provides extra knee room, and extra height between rows for better visibility. The bleachers have from four to twenty-four rows of seats when extended, and when folded against the wall, occupy space only thirty inches deep. One person can extend or fold a sixteen-foot bleacher section quickly and easily, and floors are protected from marring by a plywood base on which the casters roll. In closed position, the bleachers are completely covered by smooth plywood—no protrusions of any kind to endanger play on the gym floor.

For further information, write Beatty Scaffolds, Inc., Tunnel Avenue and Beatty Road, San Francisco 24.

Band and Orchestra Manual

C. G. Conn Ltd., Elkhart, Indiana, and the National Industrial Recreation Association have jointly announced the publication of the first complete manual to be written on the organization and maintenance of industrial bands and orchestras. Abundantly illustrated *Industrial Bands and Orchestras* gives a comprehensive program for organizing bands and orchestras of various sizes. It furnishes both the "what to do" and "how to do it" of industrial music for recreation.

While specifically written for and directed to industry, the manual's organizational material applies equally to the building of any musical recreation program. It contains a wealth of helpful information and concrete facts for anyone interested in starting a musical group. A copy will be furnished by the Conn company upon request.

TIPS FROM OUR READERS

Multiple Use Flooring

Many recreation programs are stymied when it comes to multiple use of gymnasium floors, but the problem has been solved in Wabash, Indiana at Honeywell Memorial Community Center. The solution? Masonite Presowood—which is put down or taken up as the occasion demands. P. G. Magner, Sr., manager of the Honeywell center, decided to try it as a gymnasium floor covering, and the extremely hard usage it has received has proven its practicality.

The floor in this center has been used for roller skating, ballroom and square dancing, large group meetings, seating for stage, hobby, and garden shows, farm exhbits, and many others; even Gene Autry's two horses have been lead the length of it. During the summer months the covering is left down and has been used for badminton, volleyball, and boys just wanting to shoot baskets.

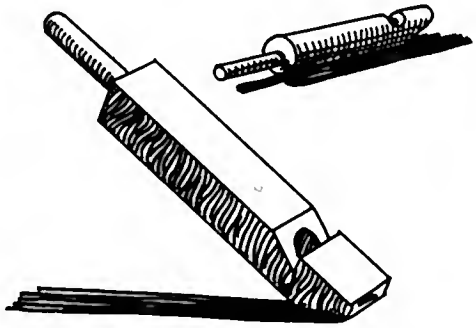
For all practical purposes, the masonite pieces should be of the 4 by 12 feet by ⅛-inch size, smooth on one side and rough on the other. Before laying, each piece is treated on both sides with three coats of a clear floor varnish with a bakelite and tung oil base. A water-proofing of some sort is necessary because the masonite will draw moisture from the air and buckle. Still further, this eliminates cause for concern about any spilled liquids. Wood preservatives have been used successfully but are not as satisfactory as the floor varnish for long wear.

The pieces are laid crosswise over most of the floor and can be put down that way all over; but, for best efficiency, pieces along the outside should be laid lengthwise. After all pieces are laid, masking tape, two inches wide, is used for binding all seams and outside edges. (Taping is not necessary for meetings and shows.) On a floor which is to be left down for any length of time it will be necessary to periodically change the tape. Taping a floor of our size (50 by 72 feet) requires about one half hour. A half hour may be allowed for four men to lay the floor, making a total time of one hour from start to finished surface.

The first question usually asked is that of expense. We cover and tape our floor for about $350, which includes the masonite, varnish, and tape. The only additional cost is labor whenever the floor is put down or taken up. This cost is not prohibitive when everything is considered, especially the ease of handling and storing and the rapidity with which a floor can be converted. — CHAS. R. MCCARTHY, *Director of Activities, Wabash Community Service, Inc., Wabash, Indiana.*

How To Do It! by Frank A. Staples

Make a whistle that will play tunes.

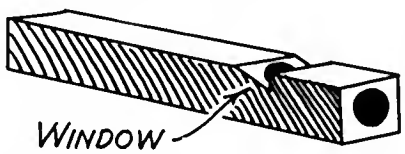


All you need is —

$\frac{3}{8}$ inch Drill, Saw or Knife, Sandpaper, $\frac{5}{8}$ inch square piece of Hard Wood and $\frac{3}{8}$ inch dowel.

Steps in making the whistle:

1. Drill $\frac{3}{8}$ inch hole $\frac{1}{16}$ inch from one edge thru $\frac{5}{8}$ inch square piece of hardwood. Square piece of wood is $3\frac{1}{2}$ inches long.
   (Note: Round wood can be used in place of square.)
2. Cut window as shown in Diagram A.



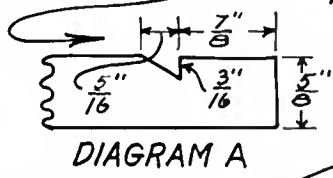
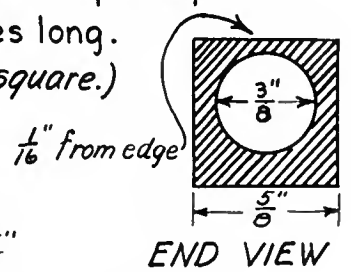


DIAGRAM A



3. Cut mouthpiece (see Diagram B).
4. Cut $\frac{5}{16}$" wide flat surface — *on $\frac{7}{8}$" long $\frac{3}{8}$" diameter dowel. Then fit it into mouthpiece end of whistle. Be sure end of dowel is flush with vertical edge of window. Trim other end to fit mouthpiece.*

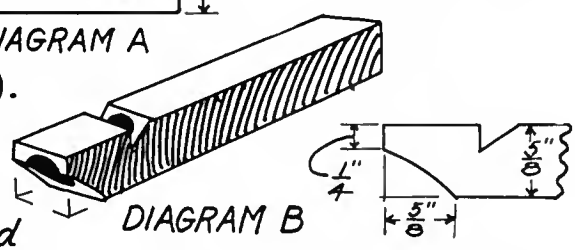
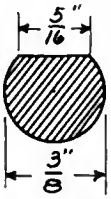
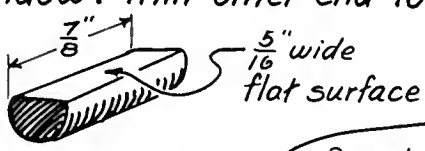
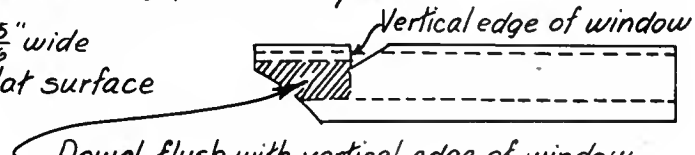


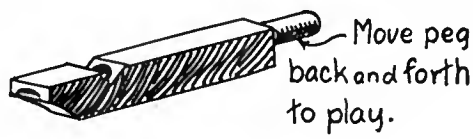
DIAGRAM B

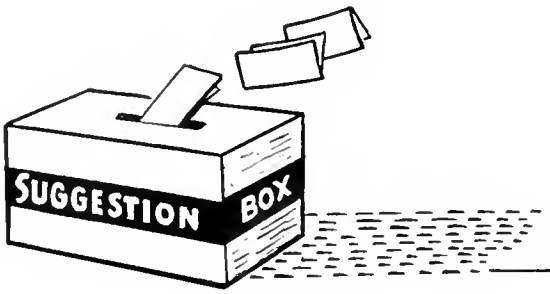






5. Cut $\frac{3}{8}$" diameter dowel 3 inches long. Rub with sandpaper so that it will slide easily in hole in whistle.
   By moving the dowel back and forth various tunes can be played.





Tricks in Decorating Your Gym For a Prom*

Worrying about how to decorate the gym for the prom?

Been wracking the committee's respective brains for some new and different ideas? Some inexpensive but different motifs?

Bill Molyneux, a young scene designer at NBC, a veteran at making nothing look like something and a pro at fixing up high school and college gyms, passes along some of the tips he's discovered through experience.

One of the most important aspects of decorating, he thinks, is to get a committee chairman who's really interested. An art student is an ideal recruit.

Next in importance is to concentrate the decorations so as to make an effective "splash." Instead of worrying about fixing up every nook and cranny he believes in doing one big thing. "If the area above the bandstand is decorated, imaginatively, for instance, it will make the entire room look good."

Teeners make one mistake in hunting around for decorations. They try to be too clever and make things hard for themselves. He has a firm conviction that the decorations committee should try to duplicate as closely as possible the theme chosen for the prom. "For instance, if the theme of the prom is a spring frolic, the students should try to work it out instead of going into bizarre wonderful effects."

He planned decorations for one spring frolic this way: On the wall behind the bandstand the committee put up a black drape. Letters three feet high spelling FROLIC were pinned on the curtain. On the letters they pinned and stapled dogwood and cherry blossoms. "So far this is pretty routine," he says, "so to jazz it up we cut out cardboard lambs and pinned them to the curtain so they seemed to be wandering from one letter to another, eating the blossoms."

The dance program repeated this idea. It was shaped in the outline of a lamb with a bow around its neck. The bow fitted a girl's wrist.

Another problem in gym decorating involves color. Bill thinks it's alright to use color in combination but to use only a few hues. Two colors are usually best.

To create an intimate atmosphere in a big gym can be a headache, unless you utilize spotlights. He likes colored ones with revolving gelatins over the light.

Fancy props are often overrated, Bill has found. Made-over articles from students' attics can be more effective. He once discovered an old tea cart, gilded it with paint and filled the top and shelf with artificial roses. It gave the pretty look they needed for a June dance.

"Incidentally, canvas local merchants to see if you can borrow props," he advises. The roses mentioned above were loaned by a florist.

"The main thing about decorating is to keep it simple so the committee doesn't have to work all day and half the night to put up the ornaments."

* From "Teen Talk" by Patricia Evers in the New York *World-Telegram and Sun*, March 25, 1953.

Dog Training Clubs

The Chicago Park District Dog Training Association assists new clubs in getting started—there are now seventeen dog training clubs meeting regularly in park fieldhouses—and conducts city-wide affairs.

Each club has a director of training, who trains not the dogs but the owners, who in turn train their own dogs. Most clubs limit membership to recognized breeds; there are, however, three clubs, the Canine Pals, that take in mixed breeds as well as pedigreed animals. They meet on Saturdays and were organized as an activity for children from eight to eighteen.

Three degrees, as prescribed by the American Kennel Club, are used to designate the stage of training reached by the dogs: CD stands for Companion Dog (novice degree); CDX stands for Companion Dog Excellent; UD means Utility Dog to which T is added after the dog has passed outdoor tracking tests.

During National Dog Week—September 20 to 26—the Association will sponsor a dog obedience demonstration in which the various clubs will participate.

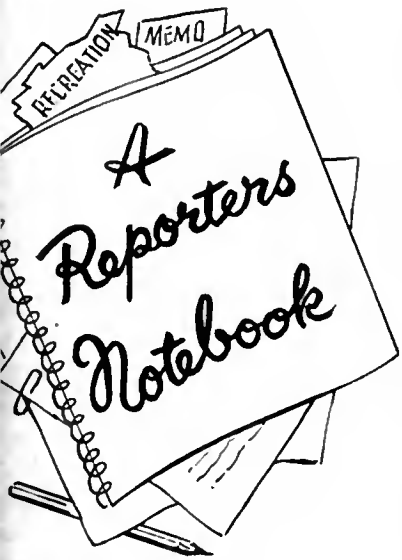
Dog College News, a quarterly bulletin edited by a representative of the Association and printed by the Chicago Park District, contains news of the various clubs and informative notes of value to members.

Booster Clubs

St. Paul, Minnesota, has eighteen adult Booster Clubs organized at the playgrounds. The clubs sponsor athletic teams in municipal and inter-playground leagues, educational and social events for children, city-wide festivals, exhibits, and special events and conduct regular business meetings and social activities each month. A Playground Council, consisting of six delegates from each Booster Club, serves as a clearing house for activities of these senior clubs.

Picnic Kits

Picnic kits containing balls and bats, quoits, and a volleyball and net are available to organizations in Reading, Pennsylvania through the recreation department. The small rental fee of one dollar which is charged for use of a kit takes care of replacement of the items.



Suddenly It's Spring

New types of grass will be tried out the *New York City* Department of rks on some of the ten municipal lf courses that opened on April 4. ie seed of this grass was harvested in e department's own nursery. One pe is said to spread over two inches twenty-four hours and another is ferred to as "divotless."

❀

Garden plots will be spaded in *Bosn*, under the direction of the city's hool committee. Affording healthy creation to nearly a thousand chilen, fifteen school gardens, covering pproximately eleven acres, were open three mornings each week last sumer, and a garden project was operated Cummings Estate, Woburn. Also, ven hundred adults developed garens sponsored by the Boston Park epartment. At the season's end, in 952, an exhibition of the products of ie children's gardens was held under ie auspices of the Massachusetts Horcultural Society and 86 per cent of ie prizes were won by Boston school ildren.

Handicapped children were included the Woburn project for the first me last summer. They were transorted to the gardens by the park epartment and supervised in their ctivities by a nurse and attendants upplied by the school committee. The Cummings Estate garden exhibit has von four successive silver medals and in 1952 won the first gold medal ever awarded by the Massachusetts Horticultural Society at a children's show.

❀

In *Oakland, California,* the annual rose pruning demonstration was sponsored by the Oakland Park Department, jointly with the Oakland Rose Study Club, in January. The president of the club and John Paul Edwards, national director of the American Rose Society, headed the program. The public was invited to attend and bring their rose problems to the question and answer period. As many as three thousand persons have attended this popular event.

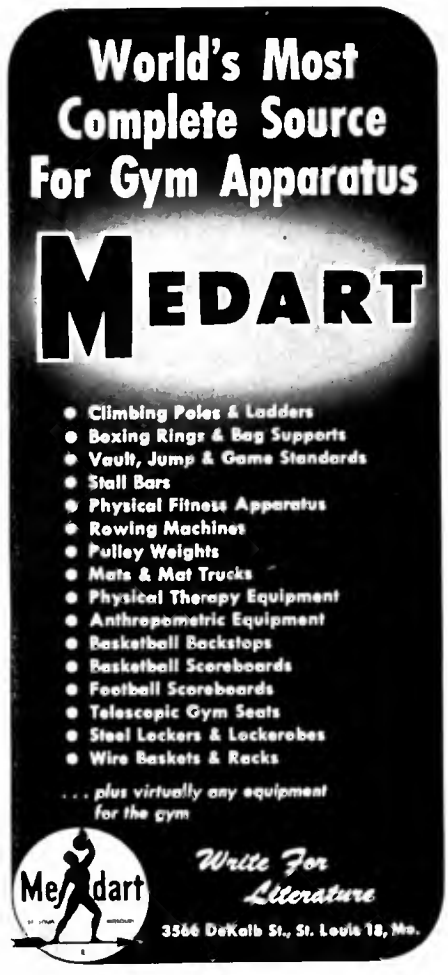
Free to rose fanciers, except for a three-cent stamp, to help them choose roses best suited to their own gardens, is the new *1953 Guide for Buying Roses,* compiled from reports received from all sections of the country. Write to the American Rose Society, Harrisburg, Pennsylvania. Also, romantic tales, legends, historical facts and all sorts of lore pertaining to the rose have been gathered into one volume, *The Pageant of the Rose,* by Jean Gordon, an active member of the society. The book is published by Studio-Crowell, 432 Fourth Avenue, New York 16. $5.00.

Random Notes

The *Evanston, Illinois* Playground System is opening, this summer, a new playlot for children under ten years of age. On three fifty-foot-wide lots donated by Mrs. Vera Megowen Markham, surfaced for multiple use, equipped with apparatus, the area will serve—among others in a highly congested section of the city—some 125 children living in an adjacent apartment block. . . . A state park commission has been established in *Wyoming,* by action of the state legislature. . . . The Public Recreation Commission of *Cincinnati* has awarded contracts for two new community buildings—on Corryville playground, costing $85,078, and on Mt. Washington playground, costing $77,965. . . . A new $165,000 Golden Gate playground and recreation center is opening this spring in *Oakland, California.* . . . Representatives of thirty-five service, civic and municipal organizations compose a recreation council, formed in 1952 to act in an advisory capacity to the board of directors and superintendent of the *Willamlane Park and Recreation District, Oregon.*

United States Forces in Austria

"International Days" was the theme for a series of four parties planned by the Clam Gallas Service Club in *Vienna,* from March 14 to April 4, honoring British, French, American and Austrian soldiers. The series was inaugurated to acquaint the members of occupation elements with the club and its activities. The programs featured such things as "shove ha'penny boards" and Scottish dancing for the British; Parisian "caves" decorations for the French; selections from *Oklahoma* by an American singer, Florence Fields, for the Americans; and were climaxed by a "Casino Night," featuring an international floor show for the benefit of an Austrian relief society.



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Listening and Viewing

Aids for the Story Teller

FILMSTRIPS:

Old folk tales, legends and stories, some with an international flavor, have been beautifully adapted and arranged by Gertrude Jacobs for a new series of filmstrips in excellent color. The following, which have been reviewed by a NRA staff member, are especially recommended:

Crackling Mountain and *Peach Boy*, favorites of Japanese children; *Monkey See—Monkey Do*, from the Chinese; *Dancing Bread*, an original story by a nine-year-old; *Alice in Wonderland*, in which each frame is designed to relate one of Alice's adventures. The filmstrips are available, with study guides, from International Education Materials Corporation, 625 Madison Avenue, New York 22, at $4.00 each. They will be sent on a ten-day approval basis for review. (We would be interested in the experiences of any of our readers who are using filmstrips in their story-telling programs.—Ed.)

RECORDS:

Spaceship to Mars (Columbia, MJV146, $1.05). Scientific facts, presented in a painless manner, and wondrous sound effects make this trip with Mr. I. Magination (Paul Tripp) interesting to youngsters of eight and nine years.

The Travels of Babar (CRG204, $2.30). Excellent combination of the tale of the lovable Babar with fine music. Story and illustration appear on the record's wrapper.

Educational Television

Time is running out for those who may wish to participate in, or benefit from, programs which might be broadcast over the 242 TV channels which were reserved for nonprofit, educational use. Although Educational Television Commissions in some states have recommended petitioning the Federal Communications Commission for an extension, June 3 is the deadline for filing applications for permanent allocation. After that date, commercial interests may ask the commission to remove the restriction. Television channels are limited, and when licenses have been granted for the permanent use of those which exist, there will be no more. The problems inherent in protecting these channels and using them for educational purposes—legislation, financing for the building and operation of TV stations, establishment of adequate network service, programing—have been under consideration on a national, state and local basis. A thorough knowledge of these problems, as well as of the possibilities and advantages which may be realized from carefully planned, long-range programs, is desirable in enlisting the active support of the public and interested organizations. It is believed that the FCC will favor applications which are representative of joint community interests, although filed by single institutions.

A list of materials which will clarify the issues is available, and the materials may be ordered from the Joint Committee on Educational Television, 1785 Massachusetts Avenue Northwest, Washington 6. A report of an experiment in New Jersey, one of the pioneer states in educational television, *Educational Television Moves Forward*, is available for $1.00 from the State Teachers College, Montclair, New Jersey. A *Handbook* was distributed to representatives of eighty-five state-wide organizations (including the Washington State Recreation Society and Washington State Recreation Council) attending a January meeting in Seattle. Developments in state-wide plans have taken place also in New York, Pennsylvania and Wisconsin. Public libraries in many communities which have been conducting their own experiments in educational television in cooperation with the American Library Association's Audio-Visual Board, can furnish reading lists on the subject. The California State Library, Sacramento, has a mimeographed *Selected Reading List on Educational Television.*

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Books Received

PROACH TO MEASURING RESULTS IN SOCIAL WORK, AN, David G. French. Columbia University Press, New York 27. Pp. 178. $3.00.

ACK HILLS, THE, Albert N. Williams. Southern Methodist University Press, Dallas 5, Texas. Pp. 30. $2.50.

AMPIONSHIP CHESS AND CHECKERS FOR ALL, Larry Evans, Tom Wissell. A. S. Barnes and Co., New York 16. Pp. 158. $3.75.

ILDREN'S COLOR BOOKS: BEST FLORIDA ATTRACTIONS, Pp. 23; SARASOTA, THE CIRCUS CITY, Marian MURRAY, Pp. 20; PENSACOLA, FLORIDA, Michael Leigh, Pp. 27; JAMESTOWN IN VIRGINIA, Priscilla Hunt, Pp. 24; WILLIAMSBURG IN VIRGINIA. Laura Lee Porterfield and Dwight Eliason Cannaday, Pp. 17. $.50 each. The Dietz Press, Inc., Richmond, Virginia.

TIES AND TOWNS OF ILLINOIS. Karl B. Lohmann. University of Illinois Press, Urbana, Illinois. Pp. 110. $2.50.

NCE IN ELEMENTARY EDUCATION. Ruth Lovell Murray. Harper and Brothers, New York 16. Pp. 342. $4.00.

STIVALS USA, Robert Meyer, Jr. Ives Washburn, Inc., 250 Park Avenue, New York 17. Pp. 438. $4.50.

ESH WATER FISHING, Arthur H. Carhart. A. S. Barnes and Co., New York 3. Pp. 237. $5.00.

LDEN BOOKS: THE GIANT GOLDEN BOOK OF CAT STORIES, Elizabeth Coatsworth. Pp. 66. $1.95. HOW TO HAVE A HAPPY BIRTHDAY, Elsa Ruth Nast. Unpaged. $.35. FUN WITH DECALS, Elsa Ruth Nast; PUSS IN BOOTS, retold by Kathryn Jackson; WHISTLING WIZARD, Alan Stern and Rupert Pray. Unpaged. $.25 each. Simon and Schuster, Inc., New York 13.

OW TO BUILD YOUR HOME IN THE WOODS, Bradford Angier. Sheridan House, New York 10. Pp. 310. $3.50.

OW TO MEND CHINA AND BRIC-A-BRAC, Paul St.-Gaudens and Arthur R. Jackson. Charles T. Brandord Co., 551 Boylston Street, Boston 16. Pp. 131. $2.00.

DIAN DRUMS BEAT AGAIN, Francis McGuire. E. P. Dutton and Co., New York 10. Pp. 123. $2.50.

EW ART EDUCATION, THE, (Revised Edition) Ralph M. Pearson. Harper and Brothers, New York 16. Pp. 272. $5.00.

POSTAGE STAMPS AND STAMP COLLECTING, Ivan F. Trinder, Soccer Associates, 10 Overlook Terrace, New York 33. Pp. 22. $.60.

PRIMER OF DRAWING FOR ADULTS, Howard Simon. Sterling Publishing Co., New York 10. Pp. 137. $5.00.

SPORTSMAN'S OUTDOOR GUIDE, THE. Charles B. Roth. Prentice-Hall, New York 11. Pp. 170. $3.95.

TALE OF TWO COLLIES, E. W. Betenson. The Parkwood Press, Box 4033, Village Station, Los Angeles 24. Pp. 122. $2.25.

TIN THINGS WE LIKE TO MAKE, Sherman R. Cook. The Bruce Publishing Co., 400 North Broadway, Milwaukee 1. Pp. 105. $2.75.

WOODSMOKE, Ellsworth Jaeger. The Macmillan Co. New York 11. Pp. 228. $2.95.

Pamphlets

BOATING AND SMALL BOAT HARBOR DEVELOPMENT IN THE SAN FRANCISCO BAY AREA. The San Francisco Bay Area Council, 130 Montgomery Street, San Francisco 4. Pp. 10.

CITY PLANNING AND URBAN DEVELOPMENT. Chamber of Commerce of the United States, Washington 6, D. C. Pp. 47. Single copy $.30, 2 to 9 copies $.25 each.

EMOTIONAL PROBLEMS OF ILLNESS. Irene M. Josselyn, M.D. Science Research Associates, 57 West Grand Avenue, Chicago 10. Pp. 48. $.40.

INTERRACIAL PRACTICES IN THE YMCA. Association Press, 291 Broadway, New York 7. Pp. 48. $1.00.

HOW TO ORGANIZE AND RUN A CLUB. Arthur Liebers. Oceana Publications, 43 West 16th Street, New York 11. Pp. 64. $.50.

OFFICIAL NATIONAL COLLEGE TOUCH FOOTBALL RULES HANDBOOK, The College Physical Education Association. The Athletic Institute, 209 South State Street, Chicago 4. Pp. 32. $.50.

OVERCOMING PREJUDICE. Bruno Bettelheim. Science Research Associates, Chicago 10. Pp. 49. $.40.

PHOTOGRAPHY WORKBOOK, Victor C. Smith. J. B. Lippincott Co., Philadelphia 5. Pp. 83. $1.20.

SCIENCE VS CHIROPRACTIC, Kathleen Cassidy Doyle. Public Affairs Committee, Inc., New York 16. Pp. 28. $.25.

SOFTBALL—TRACK AND FIELD GUIDE. American Association for Health. Physical Education and Recreation. 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 160. $.50.

UP YOUR ALLEY, Lazelle D. Alway. National Child Labor Committee. 419 Fourth Avenue, New York 16. Pp. 31.

YOUR HEALTH HANDBOOK. Julius B. Richmond, M.D. Science Research Associates, Chicago 10. Pp. 40. $.40.

Magazines

BEACH AND POOL, *February 1953*. An Industrial Aquatics Sports Project.

Pool Maintenance: Your Safety Program, II.

Pool Operation: Water Purification.

A Planned Program of Aquatics for the Physically Limited. Perry C. Leavitt.

Design Portfolio. VI: Regulations as to Volume.

PARK MAINTENANCE, *February 1953* (Special Swimming Pool Issue)

Pointers on Starting a Pool.

Proper Painting Benefits Pools. Cuts Upkeep. D. A. Niedt.

Diatomite Filters, Chauncey A. Hyatt.

PARKS AND RECREATION, *January 1953*

Recreational Values of Upper Trinity River.

Significant Ruling on Parks and Recreation, John R. Vanderzicht and Ruth E. Pike.

Master Planning — Why. William Woollett.

Maintenance Mart.

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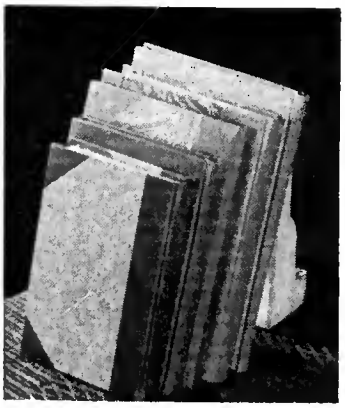

new Publications

Covering the Leisure-time Field

American Nonsinging Games

Paul G. Brewster. University of Oklahoma Press, Norman, Oklahoma. Pp. 218. $3.75.

In planning the contents of this book, the author states, "I have had in mind its value to two quite dissimilar groups: (1) teachers, playground workers, and others who are ordinarily interested in games solely for their recreational and social value; and (2) professional folklorists and serious students interested in such matters as the origin, diffusion, and life history of the games." Information on each game, therefore, is divided into three parts: text, comparative notes, and references to further reading; and therein is the book unique. Game descriptions are clear, and unencumbered by footnotes, thus adding to the practicality of the volume as a work tool. They are grouped according to the following heads: "Guessing Games," "Forfeit Games," "Hiding Games," "Chasing Games," "Ball Games," "Elimination Games," "Jumping and Hopping Games," "Practical Jokes," "Paper and Pencil Games," "Games of Dexterity," "Courtship Games," "Stick Games," "Games of Little Girls," and "Miscellaneous Games."

Recreation Leadership

H. Dan Corbin. Prentice-Hall, Incorporated. New York 11. Pp. 465. $6.65.

This new book by Dr. Corbin, Professor of Physical Education and in charge of recreation curriculum at Lock Haven State College, Pennsylvania, might better be called, "Recreation Activities and Their Leadership." Less than a tenth of the text is devoted to those subjects usually discussed in connection with recreation leadership. One brief chapter covers such subjects as recruitment and selection, essential skills, in-service training, institutes, training methods, elements of a recreation curriculum, field work, types of positions, volunteer leadership, principles in game leading and so forth.

The great majority of the text covers program material in such areas as arts and crafts, music, story telling, social recreation, picnicking, hiking, hosteling, "proven games," swimming, boating, and so forth. In order to cover such a broad field some of the chapters have had to be pretty well condensed. The major areas of program, however, have been given rather substantial treatment. The chapters on music, storytelling, social recreation, games, and crafts are naturally more comprehensive than those on hobbies, toy and child play, and hosteling.

One section of special interest deals with audio-visual aids in the recreation program. This is one aspect of recreation which has not been adequately discussed in existing professional literature. Dr. Corbin describes the various kinds of audio-visual aids and gives some indication of how they can be used. He also presents a very valuable list of instruction films classified by activity and the sources where they are available.

The chapter on safety, with particular emphasis on safety on the playground, is welcome material and necessary background for the beginning recreation leader.

In attempting to provide in a single work "all the essential aspects of recreation leadership" it is possible that Dr. Corbin has been too broad in his handling of the program material or too narrow in his discussions of administration and organization. Although he recognizes that recreation activities are conducted by many different kinds of organizations such as industry, unions, private agencies, churches and hospitals, his administration material is slanted exclusively toward the municipal recreation program. His chapter on organizati and administration, for instance, based on a study done while he w working for his doctorate at New Yo University and covers primarily cit of over 300,000 population with p ticular reference to New York Ci Again, the chapter on surveys dra heavily upon his experience in c ducting a community-wide survey the city of Lock Haven, Pennsylvar

On the other hand, the progr material gets into the field of hos ing, toys for children, and recreatio and play therapy, subjects which of interest to the municipal recreati leader, but hardly of much practi value to him.

Since the book is essentially a t for the recreation leader, it is reg able that special attention was given to the variety of recreation le ership positions and the different te niques and approaches needed. T handling of music, for instance, by playground leader in a public depa ment may be different from the proach used by a leader in a hospi employee, church, instutional, or m tary recreation program. Brief t and suggestions on how to organ and conduct the basic program ess tials in some of these special sit tions would have been most helpf

In any event, Dr. Corbin has c tributed some fresh life to a numb of the activities he deals with a has brought together in a single v ume most of the different types program activities with which the r reation leader will need to be famili —*David J. DuBois*, Research Depa ment, National Recreation Assoc tion.

* * *

Making Teen Centers Succee

New York State Youth Commissi 66 Beaver Street, Albany, New Yo Pp. 43. Free.

This small pamphlet was prepa after a study and evaluation of fi teen centers in New York State. contains basic information and is r ommended reading for those who interested in organizing and operat centers for teen-agers.

How to Plan a Club Program

Otis L. Wiese, editor. Mod Homemaker, McCall's, Dayton Ohio. Pp. 21. $.25.

A simply written pamphlet cont ing material which should prove he ful to anyone who is responsible planning meetings and club progra Although aimed especially at wome clubs, the material can be easily apted to other groups.

Recreation Leadership Courses

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May and June 1953

HELEN M. DAUNCEY Social Recreation and Playground Leadership	Cedar Falls, Iowa May 28-29	John C. White, Director of Recreation Commission
	Faribault, Minnesota June 1-4	Joe Grunz, Director, Faribault Recreation Board
	Mankato, Minnesota June 5	Edward Johnson, Community Recreation Coordinator, Room 115, Senior High School
	*Virginia, Minnesota June 9-12	B. R. Cuppoletti, Director of Recreation, Recreation Building
	La Crosse, Wisconsin June 15-16	Eugene Fry, Superintendent of Recreation, City Hall
	Janesville, Wisconsin June 18-19	Pat Dawson, Director of Recreation, Public Schools
RUTH G. EHLERS Playground Leadership	Berks County, Pennsylvania June 8-9	Lloyd H. Miller, Director, Recreation Board of Berks County, County Court House, Reading
	Youngstown, Ohio June 11-12	O. S. Ellis, 2218 Ohio Avenue
ANNE LIVINGSTON Social Recreation and Playground Leadership	Concord, New Hampshire May 1-2	Donald F. Sinn, Recreation Director
	Brunswick, Georgia May 11-14	George Harris, Superintendent of Recreation
	Lancaster, South Carolina June 1-4	Tom McConnell, Lancaster Park and Playground Commission
	Huntington, West Virginia June 8-11	Mike A. Lewis, Director, Cabell County Recreation Board
	Portsmouth, New Hampshire June 15-18	Steven R. Blinn, Recreation Director, 135 Daniel Street
	Poughkeepsie, New York June 22-25	William G. Beal, Superintendent, Recreation Commission, 39 Market Street
MILDRED SCANLON Social Recreation and Playground Leadership	Davenport, Iowa June 8-11	Ted Corry, Recreation Director, 236 West Central Park
	Toledo, Ohio June 15-18	A. G. Morse, Supervisor of Recreation, 214 Safety Building
FRANK A. STAPLES Arts and Crafts and Playground Leadership	Marshalltown, Iowa May 11-21	A. Edmund Olsen, Marshalltown Recreation Commission
	Jefferson City, Missouri May 23-29	Robert L. Black, Community Recreation Assistant, Department of Business and Administration
	Portsmouth, New Hampshire June 8-11	Steven R. Blinn, Recreation Director, 135 Daniel Street
	Toledo, Ohio June 15-18	A. G. Morse, Supervisor of Recreation, 214 Safety Building
	Birmingham, Alabama June 22-25	King Sparks, Jr., Superintendent of Parks and Recreation
GRACE WALKER Creative Recreation and Playground Leadership	Middleburg, Virginia May 4-7	W. M. Hall, President, Marshall Street Community Center
	Pittsfield, Massachusetts June 15-18	Miss Ann MacVicar, Parks and Recreation, 52 School Street
	Bowie, Maryland June 22-25	Paul E. Huffington, State Department of Education

*Sponsored cooperatively by Virginia, International Falls, Hibbing, Eveleth, Aurora and Chisholm, Minnesota.

Miss Scanlon will attend the New England District Conference, May 12-15, at the Hotel Viking, Newport, Rhode Island. She will have a part in the Conference program and be available for consultation on leadership training problems.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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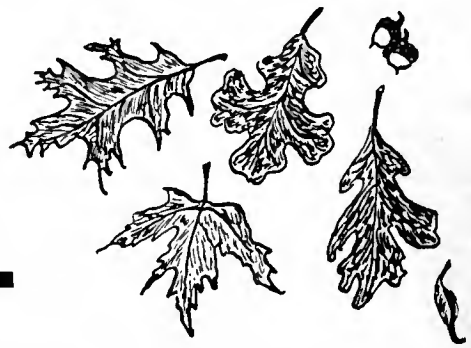

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New Neighbors in Your Community—Simple score card for measuring recreation in your community ..... each $.10 per 100 $2.50

Planning Recreation for Rural Home and Community by E. J. Niederfrank and Virginia Musselman—A manual on how to develop recreation programs in rural areas ..... $.30

Schedule for the Appraisal of Community Recreation (MP 291)—A measuring rod to check and evaluate facilities, personnel, programs and services against a standard ..... $.50

Outdoor Ice Rinks—Their Construction, Maintenance and Operation (P 160) ..... $.35

Specifications for Play and Recreation Supplies (MP 215)—As developed by Los Angeles Department of Recreation and Parks. Useful when requisitioning or purchasing equipment and supplies ..... $.25

Standards for Municipal Recreation Areas by George D. Butler—13-page booklet. Contains brief bibliography. Reprinted from RECREATION magazine for July and August 1948 $.50

Personnel Standards in Recreation Leadership—What They Are; How to Apply Them (Revised 1949 Edition)—Committee report classifying leadership positions in recreation and recommending for each of 22 positions the major duties, qualifications and salary scale. Contains discussion of personnel practices and procedures ..... $.50

Training Volunteers for Recreation Service—Institute outlines for training workers in arts and crafts, social recreation, day camping and other activities ..... $.50

Administrative Planning—Its Effective Use by Richard G. Mitchell—Outlines purpose and procedure of long-term planning for recreation programs, budgets and management. Reprinted from RECREATION magazine for January and February 1951 ..... $.15

Clubs in the Recreation Program—Organization, administration and program for clubs; how the recreation department can help foster clubs $.25

Conduct of School Community Centers—Organization, facilities, equipment, staff, program and other pertinent factors are discussed ..... $.50

Fees and Charges in Community Recreation (MP 394)—Report of a sampling study based on field visits to 13 cities and 2 counties and a questionnaire study of 36 cities and 4 counties. Detailed information concerning policies on fees for indoor and outdoor facilities and programs and opinions of local recreation executives on this subject $1.00

Financial Record-Keeping (MP 232)—Committee report on methods of keeping the books in order in a recreation department ..... $.35

School Plant as a Community Recreation Center, The, by George D. Butler—A reprint from "The American School and University" discussing trends, program activities and cooperative agreements in the recreational use of school buildings ..... $.25

Arts and Crafts for the Recreation Leader by Frank A. Staples—Comprehensive book with illustrations, general information, a project outline and a section giving directions for making various articles $1.50

Community Theatre in the Recreation Program, The (P 63)—Fundamental essentials of organization, equipment, financing, objectives and personnel ..... $.25

How to Produce a Play—Steps in play production from choosing the play to the final check-up, with suggestions for makeup, costuming, lighting and scenery ..... $.50

Community and Assembly Singing—A 64-page guide for those conducting community singing $.75

Dances and Their Management (P 81)—Suggestions for conducting community or public dances or small group dances. Includes dance games and stunts ..... $.15

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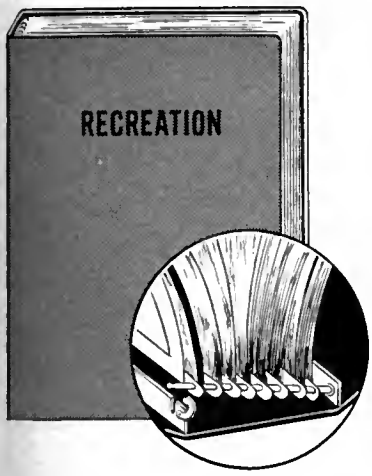

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Recreation Bibliography. Washington 6, D.C. AAHPER, 1201–16th St., N.W., 1953.

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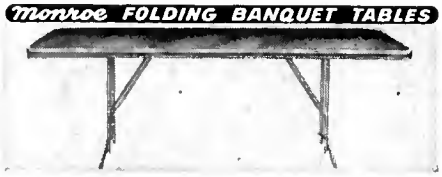

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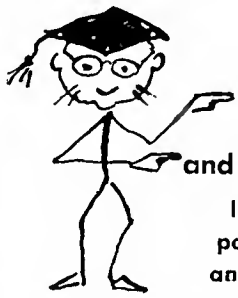

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ext Month

The next issue of Recreation will be the Septem- r or National Recreation Congress issue. Be sure at you read "The Philadelphia Recreation Story" d "Philadelphia's Playhouse in the Park" to give u baekgrounnd for your Congress visit. Other last innte items of interest to delegates will be in- ıded. September turns our thoughts toward the w school year, and "Program and the Commu- ty School," Concord, North Carolina's story of quipping a Craft Room," and other articles will in line with the season—giving new ideas for l programs.

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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My Philosophy of Recreation

E. Dana Caulkins

What is this thing called recreation? Have you ever tried to define it? It strikes me that recreation is whatever you and I do just for he pure satisfaction found in the doing—not the work we do for a wage r salary in store, office or shop, not he chores we perform to keep ourelves, our homes and our communiies ship-shape, not the schooling by vhich we seek the knowledge and skill eeded to earn a living.

Sometimes we say that we are going to do this or that "just for the fun f it." Is that a valid definition of ecreation? Almost, but not quite, nless you include as "fun," not only he bubbly kind, with laughter, but lso the deeper kind with the warm nd lasting glow of inner satisfaction. lmost any activity may be recreationl. It all depends on the motive. We nay play a game, make a garden, earn a song, or indulge in a life-long tudy of astronomy. Any of these, nd a thousand other things, may be ecreational activities if pursued for un alone,—and *not* for profit, or ealth, or morality, or any other obective—no matter how worthy.

How big is recreation? A great nd growing segment of living! Many ears ago the American Federation of abor, campaigning against the twelve our day, adopted the slogan "Eight Hours Work, Eight Hours Sleep, Eight Hours Recreation." That was long beore the "five day week" or summer and winter?) vacations for all, or ensions at sixty-five years of age—or he thousand and one labor saving adgets around the home as well as he shop. What part of a lifetime has the average person now to devote to "free" activity? I did some figuring and I couldn't make recreation time add up to less than 25 per cent—even after making liberal allowance for personal and community "chores" as well as work, education, sleep, and so on. Perhaps it is coincidence that business statisticians report 25 per cent of the national cash income as spent for recreation.

How important is recreation? Is this newly found margin of free time a kind of unneeded surplus? Is it an incidental by-product of our increasing efficiency in work and education, government and the other more serious and "important" phases" of human endeavor. Or is recreation a worthy and superior goal for which the aches and pains of schooling and work are endured? Of course, for many there is joy and great satisfaction in work successfully done. But is it not also true that, for the vast majority, work is primarily a means of getting the money and the time to do something else — recreation? Very many must find in recreation the opportunity for vital living, for developing and using personal skills, and for "being somebody" and "going places" —for creating something satisfying.

But we need not over-glamorize recreation. Let's settle for recognition of recreation as *one* of the important phases of well-rounded wholesome living in 1953. Let's not claim that recreation will make everybody healthy and moral—even though we often have seen these "by-product" effects.

Is recreation important to the community? In recent centuries we have organized to build ourselves some roads and sewers, and running water, and public schools, and a few other public services which seem important. We have figured that by all chipping in with taxes for some of these services we could get them cheaper and more efficiently. Well, if we are to have sports fields and playgrounds, tennis courts and swimming pools, and indoor spaces for drama, music, crafts, and so on, we certainly will have to chip in with our taxes and build these major recreation facilities as a community project. Only a few people can afford to join a fully equipped private recreation club. So, we *do* need a good battery of well-managed public recreation facilities.

How much public management, how much professional public recreation leadership do we need? Do we want to set up a vast public monopoly to regiment the total recreation time of our population into publicly managed activities and events? Certainly not! Churches, schools, Scouts, "Y's," and numerous other organizations must be encouraged to improve and strengthen the contributions they make to the total recreation life of our community; home and family play need to be fostered: legitimate commercial amusements have a place in the total picture.

It is indeed not surprising that, in the U.S.A., most wide awake communities have seen fit to set up some kind of public recreation board or commission. The recreation properties owned by the community are maintained and made available for maximum use by all citizens, young and old. A trained and experienced professional staff promotes and organizes public recreation programs with a wide variety of activities suited to all ages and interests. Recreation now has a voice and an arm devoted entirely, year in and year out, to this one large and important phase of wholesome living in a modern community. Amid the pressure for housing, for streets, for parking spaces, for schools, court houses, for sewers and other community services, recreation now speaks up. It must have its two acres per hundred of population as a fundamental working foundation for the facilities and the leaders who are eager to bring to full fruition the service of community recreation.

E. Dana Caulkins *is superintendent of recreation in the Westchester County Recreation Commission, New York.*

Letters

A Helping Hand

Sirs:

I notice from "Letters" in your March number that Miss Ann Beers, of the American Baptist Mission, Gauhati, Assam, India, needs plans for a playground, and I am sending you, with this letter, a set of seven blueprints of our model young children's playground which . . . I have built with some help in our district.

I was for several years chairman of recreation for the British Columbia Parent-Teachers Association Federation, and nearly one hundred sets of these plans have been distributed throughout the province. Last year a set was sent to the ladies of the PTA in Dawson City, in the Yukon, who wanted to provide playground equipment on the school grounds.

We have used some of the equipment for nine years and it looks as though it would last for many years to come. It can be constructed by a handy man, and has been approved by experts.

If you think well of it I wish you would send this set of blueprints to Miss Ann Beers, with my best wishes. It appealed to me very much that there was only one swing in a city of 80,000, because I know from experience just what children get out of such playground equipment.

Also, I have typed out the address by Dr. Henrietta Anderson, "Recreation and the Richer Life" which appeared in your January '53 number, and sent it to a couple of Canadian publications asking them if possible to republish it, and to give your magazine the usual credit for it. It is gratifying to have our own Dr. Anderson who is now honorable secretary for our Recreation Council receive recognition in your magazine.

My playground, of which I am the honorary superintendent, has adopted some ideas from RECREATION and I am always on the lookout to get further ideas from it.

JOHN HALSTEAD, *President, Recreation Council of Greater Victoria, Victoria, British Columbia.*

Baseball School

Sirs:

Your article regarding Phil Rizzuto's baseball school, which was reprinted in the *Reader's Digest*, has started us thinking.

Possibly we could start and sponsor a school of this sort here in Glendale. We now sponsor a little league baseball team and feel that movements of this kind are a great benefit to the community.

Would you be so kind as to send us more information on how this is operated, and any suggestions as to how we might sponsor this locally? Glendale has several major league baseball stars who undoubtedly would not be adverse to making some additional money for working on a project of this sort, or—possibly some of them would be willing, if a program were set up, to come and help with it.

R. D. EDWARDS, *Vice President, Glendale Federal Savings and Loan Association, Glendale 4, California.*

▶ The above letter was referred directly to the American Baseball Academy, and was answered by them. However, baseball clinics of this type are conducted by an increasing number of recreation departments. Won't you write us a brief letter about *yours*, answering some of Mr. Edwards' questions?—Ed.

New Glove for Chris

Sirs:

Your article "A New Glove for Chris," in the April 1953 issue of RECREATION, and its reprint in the *Reader's Digest* do great credit to you and a real service to the cause of sports in recreation and physical education. We can refer to the article frequently, and it makes good reading for undergraduates to help them objectify their purposes.

LEONA HOLBROOK, *Women's Physical Education, Brigham Young University, Provo, Utah.*

Sirs:

I was very pleased to read your article, "A Fielder's Glove for Chris" by Keith Jennison, in this April's *Reader's Digest*. Such an article makes a parent "feel" the necessity for clear, competitive play and teamwork among all ages and sexes. Recreation in general needs more articles like this before the general reading citizens.

LAVINIA KARIG, *Spanish Fork, Utah.*

Our Sincere Thanks!

Sirs:

Enclosed please find names and addresses of forty-two new subscribers to RECREATION, submitted at the "club rate" of $2.50 per person, as members of our Recreation Directors' Association.

Also enclosed are the checks covering these subscriptions. Actually I am hesitating to forward these to you because there are some last minute "stragglers" who are even now signing up, and I would like to include any and all in your group rate for "any ten subscriptions or more that are submitted at the same time and by the same person."

Please note that I was allowed *only five minutes* in which to present my "sales-talk" on behalf of RECREATION magazine, at our recent departmental meeting of recreation staff. I did make use of a flannel board, as an audio-visual aid. However, the results were so gratifying that I feel the experiment is a success — recreation leaders actually are hungry for a professional publication, but *they have never been asked to subscribe.* Apparently you have what they want.

Six of these new subscribers are supervisors, and the rest are directors and leaders in the field. It would seem therefore that a tremendous new *reservoir of untapped strength for added circulation* for your fine magazine is ready, willing and anxious to subscribe, and would easily become the majority in numbers. I refer to the leader or recreation worker who is on the firing line at the playground and at the recreation facility where he works directly with participants.

ERNEST B. EHRKE, *Recreation Director, Harbor District, Los Angeles.*

▶ The "club rate" of $2.50 per subscription, for ten or more individuals subscribing at the same time, is open to members of any recreation leaders association as well as to other groups. Why not take advantage of it in your area, or for your staff or board? Please see Mr. Ehrke's initial letter page 576, RECREATION, March '53—Ed.

Recruitment of Students

Sirs:

I should like to briefly record my general reaction to Dr. Tait's letter to the editors as presented in the May 1953 issue of RECREATION.

The admittance to the recreation curriculum of all students who apply would amount to a confession that we have learned little regarding methods of selecting persons for professional training in recreation. It is true that

Today vocational guidance people and educational psychologists recognize that an individual may well be successful in an area of occupational endeavor that may encompass a number of somewhat related positions, and that the selection of a particular occupation to the exclusion of all others is not necessarily the road to vocational success. Validity of this fact is attested by those successful recreation leaders who transfer to other occupations in which personality and leadership qualities are basic and perform their new functions with equal success. The reverse situation has also been identified as existing, but in a lesser degree.

If this were Dr. Tait's thesis he would find more evidence to advance it than he can possibly muster to support his open door policy. In my opinion the professional training period in recreation must begin with the best possible prospective professional material. The few years spent in college cannot develop in an individual the foundations of personality and leadership skills which should have been developing in childhood and adolescence. What the professional training period can do is to take good raw material and convert it to a finished product through the development of broader skills, enriched personality, expanded leadership qualities, professional insights, recreation methodology, recreation philosophy, and understanding of people.

One cannot quarrel with Dr. Tait's observance as to the limitations attached to present selection devices, but one must disagree as to the impression of futility which he expounds. One must also reject his inherent proposal of "trial and error" which he advocates as superior to use of instruments of selection.

We at the University of Minnesota feel that much has been learned about selection since we first instituted our curriculum in 1938. Experience gained in the process of producing over two hundred degree recipients has given us much evidence to justify our present use of selection devices while continuing to search for and develop new ones and perfecting those in current use.

I cannot see that the democratic principle of "equal opportunity for all" is abridged in the slightest by a selection process. Surely Dr. Tait would not tolerate the principle of "equal inopportunity" for all which would inevitably result from unlimited numbers of admissions where there is a limited number of faculty.

DR. GERALD B. FITZGERALD, *Director of Recreation Training, University of Minnesota.*

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HELPING OLDER PEOPLE ENJOY LIFE

BY JAMES H. WOODS, *Director, Recreation Project for Older People, Welfare Federation of Cleveland*

Recreation workers, and all group and social agency executives who work with older people, will find invaluable ideas and methods in this first guide to developing community recreation programs for older people. Recording the accomplishments of the highly successful Cleveland project known as the Golden Age Clubs, the author explains in interesting detail such matters as how to get a club started, the leader's role, and a variety of projects that include hobbies, outdoor camps, meetings and other activities.

"Full of practical, feasible suggestions as to how to make such programs provide enjoyment, aid in emotional security and generally enhance life."
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Things You Should Know . .

▶ Unique Among Spring Conferences sponsored by the National Recreation Association, and first of its kind, was the Southern District Conference on "Recreation in Correctional Institutions," held in Roanoke, Virginia, May 10-11, 1953. Attended by keenly interested supervisors and superintendents of southern prisons, industrial farms, state divisions of correction, this meeting — which came about through local request—is an encouraging straw-in-the-wind.

▶ Two of the Three Phases of the study on Little League, undertaken by Springfield College, have been completed. The first phase is a summary of existing material on the subject; the second is a survey of Little League contact men, or representatives, in forty-four states—to determine their reaction to Little Leagues. The third phase is a testing of youngsters who have taken part in the Little League tournament.

▶ The Number of New Recreation Departments established in 1952, according to annual reports from department heads and National Recreation Association field representatives, indicates a growing expansion of the municipal recreation field. There are seventy-seven new departments, fourteen in the Middle Atlantic District, two in New England, thirteen in the Southern, sixteen in the Great Lakes, twenty in the Midwest, three in the Southwest, eight in the Pacific Southwest, one in the Pacific Northwest. Practically all were in communities of less than 50,000 population. The total number now served through the association's field department is 2,221—981 of these have full-time, year-round departments, 1,240 are part-time.

The acquisition and development of recreation areas and facilities advanced strongly during the past year, with new and additional playgrounds heading the list. Despite federal restrictions on critical materials, many communities added indoor recreation buildings and centers of various types.

▶ The Enthusiasm and Increased Numbers of delegates at all district recreation conferences this spring was best illustrated in California, by an attendance of 1187 recreation workers. This conference was jointly sponsored by the California Recreation Commission, California Recreation Society and the National Recreation Association. The meeting was addressed by Charles E. Reed, director of the association's field department, on "Evidences of the Need for More Lay Interest and Participation in the Planning and Development of Community Recreation."

Delegates at the Midwest Conference formed committees to do continuing work throughout the year. The first *lay* District Recreation Committee, was formed in that district and held its first meeting at the conference. One of the results of this is the establishment of the new NRA district office, on the 26th floor of the city hall, Kansas City, Missouri.

In Kentucky, at the Southern District Conference, the governor of that state made Joseph Prendergast a Kentucky colonel, despite a waiting list of 5,000, to honor the association for the work it has done for recreation in communities in Kentucky.

▶ According to Latest Available Figures, the Middle Atlantic District leads all other districts in Affiliate and Associate Memberships in the National Recreation Association, with 385 Associate and 198 Affiliate. The Great Lakes District runs a close second, with 310 Associate and 223 Affiliate Memberships.

▶ All District Representatives of NRA visited New York headquarters in May, for a staff conference to evaluate the work of the past three years and to plan for the future.

▶ Meetings At the United Nations are being attended by Joseph Prendergast with reference to the place of recreation in the field of international social welfare.

▶ A United Defense Fund Film Trailer, narrated by Lowell Thomas, will be shown in local theatres throughout the country during the summer and fall. Community recreation is prominently featured in the film.

▶ The Study of Age-Classification and Size of Baseball Diamonds, conducted by the NRA, is now completed and is summed up in the current Affiliate Newsletter. Also in that issue there appears a report on suggested changes in federal admission taxes.

▶ At the National Conference of Social Work, May 31-June 5, Joseph Prendergast will speak on public and private responsibilities in the fields of recreation, group work and informal recreation. The other speaker on the program will be John McDowell, Executive Director, National Federation of Settlements and Neighborhood Centers. As usual, the NRA will have a booth at the conference to display association published materials and to interpret the services of the organization.

▶ Recreation for the Aging is the title of a book just completed by Arthur Williams, assistant executive director of the National Recreation Association which will appear in September. Covering program and leadership for golden-age groups, it will deal with organization, facilities, finance and will present sample program activities. Recreation with special groups, such as the handicapped, homebound and institutionalized, will be included, as well as special agency groups—church, rural, business and industry. A bibliography is appended. Published by Association Press, it will sell for $3.00.

Immediate positions available in the United States or overseas, with the *American Red Cross* (hospital recreation) or with *U.S. Airforce or U. S. Army Special Services.* Applications for any of these positions should be made through Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

NATIONAL ADVISORY COMMITTEE ON *Recreation Research*

THE FORMAL ESTABLISHMENT of a National Advisory Committee on Recreation Research and the acceptance of its chairmanship by Dr. Luther Halsey Gulick was recently announced by the executive director of the National Recreation Association, Joseph Prendergast. In making the announcement Mr. Prendergast said:

"Recreation has become a major undertaking, involving the expenditure of vast public and private sums, affecting the lives of millions of people, and being closely related to many aspects of modern life. It can go forward only if it has a solid foundation of scientific facts on which to base its assumptions and rest its claims for public support. An advisory committee composed of carefully selected leaders in the recreation field and in related disciplines will provide an effective medium for determining the types of basic data that should be made available and for developing effective means of securing them. The association is extremely fortunate in having Dr. Gulick as chairman of its advisory research committee. It is interesting to note that Dr. Gulick's uncle, who bore the same name, was the first president of the National Recreation Association on its establishment in 1906."

Mr. Prendergast explained that the National Advisory Committee on Recreation Research will provide a liaison between the many agencies, individuals and institutions throughout the country conducting research relating to recreation such as colleges and universities, state and national professional societies and associations, private organizations and foundations, and governmental units and departments. By focusing attention upon fundamental needs, encouraging the undertaking of studies, guiding and participating in research projects and helping operating recreation agencies to benefit from the results of such research, the committee can make a valuable contribution to American life.

The formal establishment by the association of a national advisory committee on recreation research has been under serious consideration for several months. Not only has the board of directors of the association and the association's staff given considerable thought to the question of enlarging the association's research program, but also the necessity for doing so and for developing a more comprehensive plan for research in the field of recreation has been repeatedly set forth at recent national congresses and district conferences and urged again and again by the outstanding recreation leaders of the country.

Over a year ago a group of recreation and park executives and educators adopted the following statement:

"This group, including municipal recreation executives and educators, assembled in the office of the National Recreation Association in New York on January 29, 1952, believes the need for additional recreation research is imperative, and recommends that the research department of the National Recreation Association be strengthened and expanded to conduct continuous research in critical areas related to recreation. This group, as a body and individually, goes on record and pledges continuous support. It further recommends that the National Recreation Association appoint a national advisory research committee."

Since that meeting the question of membership on the committee has been discussed with the district representatives of the association and others for the purpose of selecting a representative and well-balanced committee and choosing the most outstanding research person in the country as its chairman. Appointments to the committee are being made from the public park and recreation field on all three levels of government, from private voluntary agencies concerned with recreation, from among college and university educators, from public and private research organizations, and from the fields of public administration, to social sciences and other related fields. Mr. George D. Butler, the association's director of research, author of *Introduction to Community Recreation* and many other works on various phases of recreation, will serve as the committee's secretary. Dr. Luther Halsey Gulick, president of the Institute of Public Administration of New York, was the first and unanimous choice for chairman, of all those consulted.

Dr. Gulick has specialized in government research and administration all of his life. He has served as counsel to or on the research staff of legislative commissions and tax departments of various states and of New York City. Among many other important projects, he also served as consultant on post-defense planning to the National Resources Planning Board, 1941-43; on the United States Census Advisory Committee, 1941-45; as director of the Office of Organizational Planning of the War Production Board, 1942-44; as consultant on organization to the Chairman and General Manager of Smaller War Plants Corporation, 1944-45.

Dr. Gulick was the Eaton Professor of Municipal Science and Administration at Columbia University from

1931 through 1942, the Day Lecturer at Union College in 1928-29; lecturer at the University of Buffalo in 1929, University of Chicago, 1933, University of Pennsylvania, 1936 and the Dodge Lecturer at Yale University in 1933. He is a member of the American Political Science Association, American Society for Public Administration, Governmental Research Association, Tax Association, National Municipal League, American Statistical Association, International City Managers' Association, Municipal Finance Officers' Association, and is a fellow of the American Association for the Advancement of Science. He is the author, co-author or editor of many outstanding works in the fields of government, finance and administration.

Mr. James S. Stevens, superintendent of recreation in Greenwich, Connecticut, has accepted the vice-chairmanship of the committee. Mr. Stevens, who is widely known for his long and effective service in the field of recreation is also serving as chairman of the Committee on Statistics for Public Recreation, appointed jointly by the American Recreation Society, Community Chests and Councils of America and the National Recreation Association.

A preliminary meeting of a limited number of prospective committee members was held at the Seattle Congress last autumn, and a full meeting of the new committee and sessions on research are being planned for the coming Philadelphia Congress. Membership will be announced.

RECREATION LEADERSHIP TRAINING PROGRAMS

Short-term training opportunities during the summer and early fall, on which information was not available for listing in February RECREATION are presented here:

Date	*Location*	*For Further Information*
June 22-27	Leadership Training Institute, Ossining Recreation Center, Ossining, New York	Andrew A. Sargis, Superintendent, Ossining Recreation Commission, 12 Church Street, Ossining, New York
August 2-8	Wisconsin Recreation Leaders Laboratory, Kamp Kenwood, Chippewa Falls, Wisconsin	Wisconsin Leaders Laboratory Association, Room 314, Agriculture Hall, University of Wisconsin, Madison 6, Wisconsin
August 2-9	American Squares Summer Schools, Lincoln Memorial University, Harrogate, Tennessee	American Squares, 121-75 Delaware Street, Woodbury, New Jersey
August 9-30	Country Dance Society of America, Pinewoods Camp, Long Pond, Massachusetts	May Gadd, National Director, 31 Union Square West, New York 3
August 23-30	American Squares Summer Schools, Camp Idhuhapi, Loretto, Minnesota	American Squares, 121-75 Delaware Street, Woodbury, New Jersey
September 4-7	New England Recreation Leaders Laboratory, Downer 4-H Camp, Sharon, Vermont	Lawrence V. Loy, University of Massachusetts, Amherst, Massachusetts
September 21-27	Great Lakes Recreation Workshop, Twin Lakes 4-H Camp, Traverse City, Michigan	Adren Peterson, 4-H Club Department, Michigan State College, East Lansing, Michigan

A new schedule will be used for future training program listings in RECREATION. All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the dates indicated.

January, February and March programs will be listed in December—information should reach us by *October 15*. April, May and June will be listed in March—deadline for information is *January 15*. July, August and September will be listed in June—deadline for information is *April 15*. October, November and December will be listed in September—deadline for information is *July 15*.

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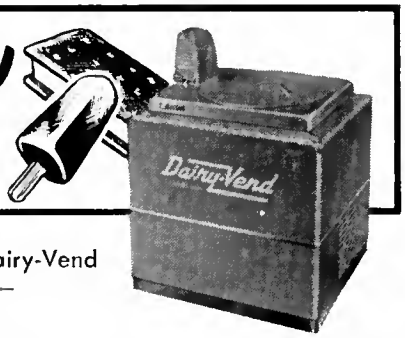

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Editorially Speaking

Tercentenary

The National Recreation Association takes pleasure in commemorating, in this issue of RECREATION, the Tercentenary of New York City, 1653-1953, and in commending the city park department and board of education upon the advancement of recreation through these years.

We share with quiet pride this great growth in Gotham's recreation services. For nearly fifty of these three hundred years we have been a part of this moving forward. For here, as elsewhere in the nation, the National Recreation Association message of "recreation for all, under trained leadership, the year round" has been accepted as public policy.

Here Howard Braucher, in the early days of the association, gave leadership to the New York City Recreation Committee. Here the incomparable Dr. John H. Finley, one of the association's all-time greats, preached the importance of the city's providing for leisure.

Here decade after decade through special committees, public hearings, surveys, conferences with public officials, personnel placements, leadership training projects, program planning, setting of standards, the full resources of the association have been made available freely to public and private agencies and leaders working with succeeding administrations.

We are proud of the magnificent park and recreation development that has come to our nation's greatest city and rejoice in the privilege of being a part of it.

Vandalism—An American Ogre*

Vandalism and its dressed-up twin —souvenir collecting—know no regional bounds. No state in the Union is exempt from the pair. Nor can loss and inconvenience always be stated in dollars and cents. The Statue of Liberty, now more significant than ever to a harassed world, suffers the indignity of countless scrawls of names and initials . . . Washington's monument "enjoys" the same distinction.

The abuse of the liberty of a free country has gone to shocking lengths. . . . Laws and penalties alone are ineffective in dealing with the problem. Education is a valuable tool. So is the pressure of public opinion. But so long as the American public disregards vandalism or views it with today's careless tolerance, just so long will it continue to cause death, injury, inconvenience and a heavy bill for damaged public property.—*The Survey*, February 1950.

In their *Recreation Round Up* for May, 1952, the Cincinnati Public Recreation Commission writes: "Since the arrival of spring weather the vandalism being done to public facilities has increased alarmingly. In the last month, drinking fountains and benches have been demolished, windows broken, play equipment damaged, doors and locks ruined, and drain inlet tops wrecked.

"What kind of boys and girls are they that will pick up a bench from a playground and hurl it down a flight of steps to see it smash? What kind of adults will these youngsters grow up to be?

"Whose fault is it that these young people have so little regard for public property? Does the failure lie with the playleader? With the school? With the church? With the parents? And more important still, what can be done to correct the situation?"

The *Recreation News* of Arlington County, Virginia, puts it up to the public as follows:

"Once the public recreation department has been established, it becomes a business organization with all contributing taxpayers as stockholders. The director of this business is dutybound to bring these stockholders the greatest possible return for their investment through maximum utilization of personnel, equipment, buildings, program and services. The investors, on the other hand, cannot expect full returns for their shares unless they and their families take an active part in the recreation program.

"The parks, ball fields, and tennis courts are part of our plan for this recreation business, and, like most equipment, they're expensive. Your shares of stock pay for them; when they're damaged, more shares must go to repair them. We urge you to remember that recreation property is a part of your business assets.

"Much is written and said about juvenile delinquency. Too much. Because the real problem of so-called delinquent youth lies not with the child, but with his elders.

"Recreation needs the cooperative efforts of everyone to meet the challenge of modern life. If we meet it in our own outlook and set a desirable pattern for our children, we are making a wise investment in the future."

An up-to-date bibliography of books, pamphlets, and periodical articles on different aspects of juvenile delinquency—causes, treatment, prevention, and so on—is available from the U. S. Children's Bureau. Requests for a free copy of "Juvenile Delinquency: A Selected Bibliography" should be addressed to the Special Juvenile Delinquency Project, U. S. Children's Bureau, Washington 25, D. C.

Must We Always Keep Score?

According to an editorial originally appearing in *The Reporter Dispatch*, White Plains, New York, and subsequently quoted in the *National Education Journal*, "There's hardly an activity in school in which a child participates that he isn't working toward some prize or reward, trying to beat the others, prove himself better than the rest. It's true that when he finally leaves school and enters the business or professional world he'll find himself working in a competitive atmosphere—but, he'll be far better able to to compete successfully if, somewhere along the way, he has developed the habit of doing some things just for the sheer fun of it, regardless of the score.

"An authority in child psychology, speaking to several PTA groups in the city this year, discussed pressures and tensions operating in modern society on adults and on children, too. It seems ironic that our school system, instead of working to counteract those pressures and tensions, in many instances actually helps to create them.

"Have we become a nation so uninspired, so lacking in interest and enthusiasm that we must always work or play for a prize? Can't we ever just relax and play the game without even bothering to keep score?"

* See also, "Our Outlandish Outdoor Behavior," page 165.

BATTERY PARK, one of city's oldest parks, now in new dress, provides welcome relief from the city's busy streets.

RECREATION IN THE NEW YORK CITY PARK SYSTEM

THE first three hundred years of New York City have seen the expansion of its parks from a few greens and open spaces to the largest park recreation system in the world. This growth has been possible only because the foresight, long-range planning and watchfulness of the few have provided and safeguarded the parks and playgrounds for the many. This growth was not steady. Periods of expansion were followed by years when previously acquired areas were developed or rehabilitated, or by periods of recession when neglect, restrictions and even encroachments on park lands prevented constructive progress. In order to see how far New York has traveled along the road of park advancement, one must look backward.

The city in colonial and post-revolutionary years had but three parks—Battery, City Hall and Bowling Green. Life, except for the favored few, was hard and serious. Long hours of work left little time for amusements or recreation. Although youngsters indulged in simple childhood games, adult recreation was found more often in a change of occupation than in contests or entertainment, e.g. hunting was both recreation and a source of livelihood. Parades, concerts by military bands, and firework displays in the three parks were events of unusual note and bowling on the green the only "sport" as such. Vast undeveloped lands and uncontaminated waters surrounding the city offered unlimited opportunities for outdoor recreation and obviated the need for parks and playgrounds.

As the city expanded, no particular thought or planning was devoted to the acquisition of land for parks, with a result that later the only areas available for conversion to such purposes, within the city, were the old parade grounds, market places, and burial grounds. As late as the 1860's only slightly more than one thousand acres had been set aside as park areas.

Our city fathers did not conceive that the future greatness of the city in matters of commerce might also depend upon maintaining the spacious and agreeable qualities which go with ample recreation facilities. The commission which in 1811 prepared the Plan of Manhattan had mapped a number of the city's squares but neglected to provide parks, not foreseeing the intensive development which was to cover the city with buildings and cut off community access to the waterfront.

Between 1830 and 1850 the population of the city had more than doubled. Construction of houses to hold the most tenants in the smallest possible space, without providing breathing spaces, created noxious slums. Cemeteries and the few existing parks and squares, the only grassy places open to the public, were crowded on Sundays and holidays. On Saturdays, boys "were allowed to play ball and other games" in Battery Park.

Public clamor for a new and larger park became so insistent that by 1850 both mayoral candidates pledged themselves to do something about this problem. A 760-acre tract of land was acquired in 1853 for Central Park, the first New York park to be laid out upon well-defined lines according to a carefully conceived plan.

Large as it was (double the area of the then existing parks) Central Park did not meet the needs of the growing city. Although many city officials felt "one park was quite enough" the latter half of the nineteenth century brought about an extension of the city's park domain through the acquisition not only of Prospect Park, Ocean and Eastern Parkways, and other smaller areas in Brooklyn, but also of land for northerly parks such as Van Cortlandt, Pelham Bay, Bronx, Crotona, Claremont and St. Mary's Parks, and the Bronx-Pelham, Mosholu, and Crotona Parkway lands, totaling an area five times that of Central Park. These northerly areas were inaccessible owing to lack of transportation facilities, but it was the purpose of the city administration to maintain them in their natural state and preserve them for the use of present and coming generations. Sound wisdom was also used in laying out Pelham Bay Park so that it would include an extensive shorefront. This was then outside the city limits but today it is the largest recreation area, over 2,100 acres, in the densely populated borough of the Bronx.

No great attention was devoted to the crowded tenement house district in the lower portion of the city, although Corlears Hook and Mulberry Bend parks were built to replace some of the squalid tenements.

The changing times and the changing face of the city affected the recreational pursuits of its citizens, which in turn influenced planning for public recreation. Parks were no longer merely places for walking and relaxation. In the 1870's activities such as boating, baseball, cricket, lacrosse croquet, archery, skating, curling and lawn tennis were being played, and concerts were scheduled regularly. In Central Park, ball-grounds had been set aside for boys and girls, a movable skate house, a curling house, and the Kinderberg, a rustic shelter for small children, had been built. A "few arrangements for amusing and taking care of children" had been placed within easy reach and at the Dairy simple refreshments were sold at moderate cost.

By 1900 parks and playgrounds comprised 3.6 per cent of the total area of the city. In 1902 Seward Park was completed—the first playground to be provided with recreational equipment. It contained a children's playground, a gymnasium ground, a nine-lap track, lawns and walks. The playground was equipped with swings, giant strides, teeter ladders, sand courts and facilities for games. The gymnasium ground had many pieces of apparatus for climbing, vaulting and other forms of gymnastic exercise. Boxing equipment and basketball goals were also provided. An arcaded pavilion had bathing facilities, locker rooms and comfort stations on the lower floor and a large recreation room on the main floor. Temporary sash enclosures were erected in cold weather to permit year-round use of this room. Although this park was used as a model for parks in other sections of the city, in a few decades its design was out-of-date.

Although slum clearance was somewhat advanced during this period and some neighborhood rehabilitation was brought about by arterial and parkway development, recreational facilities were totally inadequate and in many instances were actually deteriorating. It was one of the tragedies of New York life that its boundary waters were in large measure destroyed for recreational purposes. Haphazard maritime and commercial development made picnicking, fishing, and boating unattractive. An antiquated sewage system made bathing

BOWLING GREEN IN 1868 was one of three city parks. It was obviously intended to be admired and not used.

BOWLING GREEN TODAY, provides oasis for relaxation on the edge of Manhattan's busy financial district.

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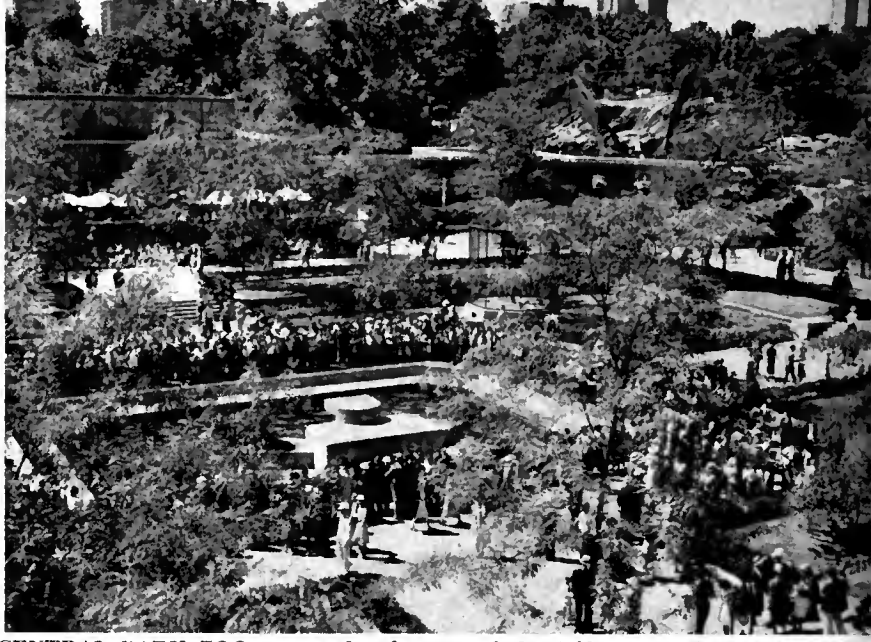
dangerous. Facilities at adjacent ocean beaches were monopolized and misused by private concessionaires who took whatever the traffic would bear from the sweltering thousands seeking relief from New York's unbearable mid-summer heat.

Few playgrounds had trees or shrubbery to beautify the site. Though many parks preserved existing beautiful features, they were not acquired as integral parts of a clearly defined, comprehensive scheme. Completely overlooked was the fact that neighborhood parks retain and sometimes expand their usefulness even after the character of the neighborhood changes as, for example, in Battery Park. Lack of correlation and continuity of planning and development there resulted in mistakes which could not be remedied without long lapse of time and great expense.

Mistakes of the past served in some degree as warning to those who opposed acquisition of land while it was still reasonable in cost. Considerable additions of land and facilities were acquired but, although park lands by 1925 comprised 5.3 per cent of the total city area, park planning was based on an obsolete local basis which completely neglected facilities for many neighborhoods. A sensible and practical approach to the problem of making New York's highly industrialized urban life not only bearable, but happy, interesting and attractive, was needed.

In 1933, the five separate borough park departments were consolidated under one commissioner who was permitted to act as head of the state park system and to hold other unsalaried offices to facilitate coordination of city and state park, parkway, arterial, and related developments. New York City's good fortune was in having the right man available at the right time, Robert Moses, who to a remarkable extent was able to overcome the handicaps of political boundaries, jurisdictions, traditional local rivalries and bureaucracy. With the aid of the heads of other city departments, many state, county, municipal and other officials, and with a staff of trained park executives, Commissioner Moses coordinated a metropolitan program involving recreation in the very broadest sense and in all its ramifications. During his nineteen years in office, the park system has achieved the greatest growth in the history of public recreation.



CENTRAL PARK ZOO, a popular feature of the 760-acre park in the heart of New York, America's largest city, is a favorite place for children to visi

The number of playgrounds has increased from 119 to 584. Park lands nearly doubled from 14,000 acres in 1934 to 27,000 acres today—13 per cent of the city's total area. Outmoded and rundown parks, neighborhood playgrounds, zoos and many other recreation facilities were redesigned, renovated, or entirely reconstructed. New playgrounds were constructed on undeveloped land already under the jurisdiction of the park department; on city land transferred from other departments or from the state; on land acquired by slum clearance, gift, purchase, condemnation, permit, reclamation by hydraulic and land fill;[1] on parkway and expressway developments; and on land adjacent to new public schools. Marginal playgrounds were built in large parks to prevent destruction of lawns and landscaped areas by active children. Neighborhood recreation facilities are now accepted as parts of many major public improvements and, where feasible, are designed for multiple use. These parks are small and numerous in order to serve community needs for play and relaxation in periods measured in hours, not days.

Neglected historic squares, buildings and monuments were rehabilitated and restored. Dirty wooden comfort stations were replaced by modern, tile-walled, fire-proof buildings. The design of projects and equipment was based on utility, suitability and durability as well as esthetics. Satisfactory details of construction and equipment were standardized and changed only when something manifestly better was developed.

The entire department was placed on a civil service basis. Employees were uniformed. Rigid enforcement of park regulations and high standards of competence, courtesy, and maintenance were established. Playgrounds were opened every day of the year at hours most convenient to the public. Use of many of these was extended by flood-lighting.

Of the two outdoor swimming pools in existence in 1933, only one was modern. The other had to be completely rebuilt. These pools, and fourteen additional new ones in congested sections of the city, not only serve the community but provide safe bathing for all, pending the final removal of pollution from ocean waters, expected by the end of 1953.

Orchard Beach and Riis Park, the

[1] See RECREATION, June 1951, page 132.

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EASTCHESTER HOUSES PLAYGROUND is typical of those constructed in relation to housing developments under the leadership of Commissioner Moses.

only beaches under park jurisdiction prior to 1934, were poorly planned and largely undeveloped. These were enlarged and entirely rebuilt. Today there are 16.5 miles of beaches operated by the park department, and new beaches to be developed will add some five miles to the system. A $200,000,000 program for the completion of a modern sewage disposal system is well under way and by 1959 pollution of all boundary waters will be a thing of the past.

In 1934 there were eight golf courses, three of which had only nine holes. Today, there are ten eighteen-hole courses, each with a clubhouse, cafeteria, pro-shop, parking field and other necessary accessories. A nine-hole course and an eighteen-hole course are included in the plans for the Marine Park development in Brooklyn.

With the cooperation of the Triborough Bridge and Tunnel Authority, obsolete institutional buildings on Randall's Island were demolished and replaced by a stadium seating 25,000 people. The stadium and nearby athletic fields are used for college, high school, and elementary school athletic activities, and for concerts and operettas.

Although one quarter of the neighborhood playgrounds have indoor game rooms for use by small children during inclement weather, the recreation program at many outdoor areas has been curtailed by lack of indoor facilities. Three indoor recreation centers are in operation today. The largest and first to be designed for the purpose is the $1,200,000 St. Mary's Park Center which has an indoor swimming pool, gymnasium, game rooms, arts and crafts, manual training and domestic science rooms.[2]

The Wollman Memorial in Central Park provides a completely equipped playground and an artificial ice skating rink for an extended winter season of ice skating, and it is used for roller skating, shuffleboard and dancing in late spring, summer and early fall. The City Building in Flushing Meadow Park has been restored to its former use as an indoor ice and roller rink, after serving as a meeting place for the United Nations General Assembly.

Through the years considerable additions of land and facilities have been donated by citizens who found pleasure in providing for the health, convenience and well being of their fellows.[3]

Many civic organizations, individuals, the press and other groups, have established and maintained, through sponsorship, annual series of concerts, dances, tournaments and contests on a broad scale which augments the program conducted at the 584 playgrounds, and provides coordinated year-round recreation for all age groups.[4]

While most park facilities must be free, others are a legitimate source of city revenue. New York faced the problem of operating costs by making the pools, beaches, golf courses, tennis courts and related facilities self-supporting by small reasonable charges. Eighteen years of non-political business management replaced the old system of awarding concessions without reference to sanitary, business, and technical standards. Concessionaires now operate under constant inspection. Rentals are on a flat fee basis for small concessions and on a monthly percentage of gross business for larger concessions.

New York's arterial system, consisting of parkways for passenger traffic and expressways for mixed traffic, has provided many advantages along with uninterrupted travel. Outlying large recreation areas and beaches are more accessible. The landscaped parkways and expressways provide playgrounds, walks, benches, and comfort stations to serve adjacent communities. The taxable values of abutting properties have been increased; previously undeveloped and inaccessible areas have been opened up, bringing a substantial return to the city; and zoning amendments have extended the benefits of light and air created by parkways and serve to protect the large public investment in arterial improvement.

Much remains to be accomplished. As soon as funds are available, 270 more playgrounds will be constructed as well as eight additional indoor recreation centers in congested sections of the city. Six new parks will be built or enlarged. Over-all plans for the reconstruction and rehabilitation of museums must be advanced. Plans have been completed for a new aquarium at Coney Island which will be, beyond question, the finest exhibtion of its kind ever assembled.

Existing facilities must be protected

[2] See RECREATION, November 1952, page 336.

[3] See RECREATION, March 1951, page 538.

[4] See RECREATION, October 1951, page 271.

constantly from deterioration by time or vandalism. Progressive employees must be encouraged to make park service a career. New York is still close to the bottom of the wage scale in comparison with other large cities and, as a consequence, there is a large turnover of people who receive training but are then lost to the department. Trained recreation leadership is essential not only to prevent children from falling prey to "the survival of the toughest" but also because, if in their early years they learn that parks and playgrounds are places for enjoyable, constructive play and exercise, they will safeguard park property instead of destroying it through thoughtless acts of vandalism.

The 1953 allowance for major improvements is $11,571,475. The annual budget for maintenance and operation was $6,000,000 in 1934 and though it has been increased to $20,530,500 for 1953, it is totally inadequate considering the doubled acreage, the five-fold increase in facilities, the enormously increased public usage and the decreased value of the dollar. Over 145 million visits to New York City's parks and playgrounds were made by people seeking active recreation during 1952. Additional millions of visits were made for more passive recreational pursuits, such as walking, reading, nature study, rest and relaxation, and by automobilists who made use of the park drives and parkways.

Home Town America at Play

Burt L. Anderson

Surely "Home Town America at Play" is one of the fascinating chapters in the story of America and the desire of its people to grow. One incident in this story could well be that of the Glendale, California, Recreation Festival Week. It offers perhaps a new challenge to recreation workers in all the home towns in America.

Five years ago Glendale staged two special programs at the close of the summer recreation season, mainly because of the desire to show the parents what had been going on in the program. Since the children's dancing, baton twirling and swimming lessons were outstanding these two post-season shows met with immediate and excellent results.

During this short five-year period, that which was so unassumingly begun five years ago has grown to a city wide festival the like of which was hardly dreamed. This year it claimed the attention of thousands, intrigued the press and radio, captured the fancy of numerous clubs and, most of all, it pleasantly shocked us into the realization that here was "America at play" even in Glendale, California. A jump from two to fifty-nine events has indeed been a drama unfolding before our very eyes.

Today it is truly a community project. In the production of this year's spectacle nineteen organizations assisted the Division of Parks and Recreation with man power, organization, leadership and financing. The Church Council, service clubs, lodges, civic and social groups, press and radio and numerous individuals had a part in this immense program. Even commercial agencies, themselves involved with recreation, assisted.

MR. ANDERSON, *director of recreation in Glendale, is director, 14th District, California Recreation Society.*

Main lounge and grounds, Glendale Adult Recreation Center

This year we showed local citizens what had been happening in a program in which Glendale residents *of all ages* had been participating. It followed then that we should seek to acquaint the non-participating public with the facilities, beauty and advantages of our community's beautiful parks and centers, numbering eleven parks, a spacious Civic Auditorium, the Verdugo Swim Stadium, our new and much publicized Municipal Baseball Park and the Glendale Adult Recreation Center, considered by many to be one of the finest facilities of its type in this country. Those of us in the Glendale department are proud of the small part we have had in making Glendale a better and healthier city in which to live in this exciting manner.

The day of poorly planned programming, and insincere and lazy leadership together with misdirection, is dead. Let us unite in giving *every* community its proper and sufficient share of recreation.

"Home Town America at Play" is the result of action conceived by local leadership, fostered and fed by the desires and needs of our constituents. Let each of us in our own recreation office or community playground, regardless of size or good fortune, meet squarely these desires and needs to the best of our training and experience. Thus it will follow that Americans everywhere will be the benefactors of a happier, healthier nation of people.

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DO

1. Give advance thought and planning to the taking of pictures. Choose your picture situation carefully.

2. Plan for only one—at most two—dominant ideas in each picture.

3. Remember that a good picture tells a story. Show something happening.

4. Look for human interest.

5. Select a suitable background.

6. Give thought to composition. Mentally divide your picture into "thirds." Place dominant feature on or near one imaginary line. Balance it with small object (lesser interest) on or near the other imaginary line, in adjoining "third."

7. Take a close-up of not more than three or four persons in action when photographing a group activity. Let the action of a few tell the story for the group. If attendance figures are important, include them in picture caption.

8. Photograph members of your group in close formation, but strive to have their action as natural as possible. Let your picture show the object of their activity or interest.

9. If you are working with a professional photographer, respect his art and skill. Consider his suggestions carefully. You will find him most cooperative.

10. Remember that glossy prints, size 8 x 10 inches, are most easily reproduced in any magazine or newspaper.

11. If you plan to publish your photographs, for your own legal protection get permission for their use from each individual photographed, on a signed release, except in the case of a large group wherein the individual is merely one of a crowd.

12. Be sure to get the name and address of each person in the photograph, *at the time* you are taking it, so that you will be able to reach them easily to obtain a release from each person. The best time to obtain releases is as soon as you have viewed the finished print, before people in the group have scattered.

DON'T

1. Have too many persons or objects in your picture.

2. Pose subjects staring into the camera, or just holding something.

3. Forget that RECREATION magazine is interested in good pictures.

When You Submit Photographs to RECREATION

1. Type the date, place of action, kind of event, identification and information that could be used in a caption on a slip of plain white paper. Paste this on the bottom of the picture and extending below it. Be sure that names are complete and correctly spelled.

2. Indicate if a credit line for the photographer or owner is necessary. Include your own name and address.

3. Have the proper releases at hand. When using any of your photographs for a magazine cover, or any other display purposes, RECREATION magazine will write to you for the individual releases signed by any or all subjects in the photograph. Be sure to have these in your files.

4. Pictures sent in to RECREATION *should be keyed by number*, a duplicate record to be held in your files, so that if we write to you regarding any one of them, you will know to what picture we are referring, and who is in it.

Plans for YOUR Congress

September 28—October 2, 1953

THE PHILADELPHIA CONGRESS has been planned for *you*. Whoever you are, whatever your part in the recreation movement, you will find that this year's big meeting will offer much of value.

For all, there will be the week of association with coworkers in the recreation field; and for all there will be general sessions with inspiring messages to sustain us during the year ahead. Again there will be such congress features as the tour of the local community and special field trips, the commercial and educational exhibits to keep us up to date, a living craft demonstration (provided this year by the city of Baltimore), the NRA Consultation Center with its display of recreation publications, the NRA Tea with the opportunity it brings early in the week to meet fellow delegates socially and informally.

Brief study of the list of topics for section meetings, which will be found on the following page, shows how many meetings have been scheduled for recreation executives, park executives, department supervisors, playground and indoor center workers, board members and volunteer lay workers generally, church, hospital, industrial, rural, public agency and private agency, newcomers and old-timers, administrators, program directors, construction and maintenance supervisors, professors—and wives.

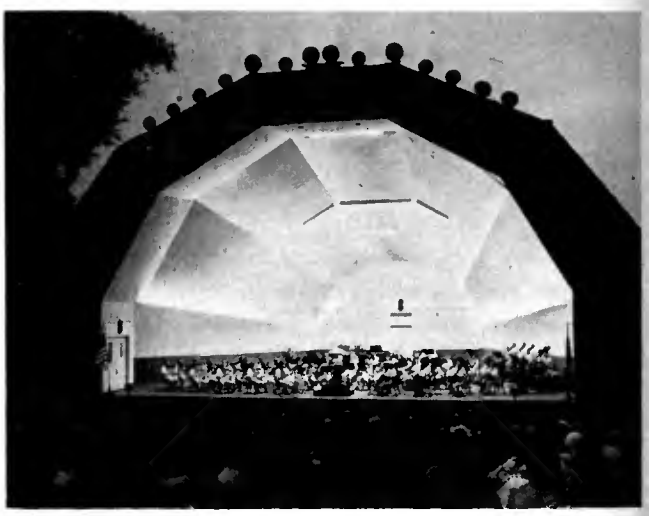
And not only has the congress program been planned *for* all of these groups of people, but it has also been largely planned *by* representatives of these groups. Recent issues of RECREATION have carried the names of members of the congress committees which have been helping with the planning. Literally hundreds of prospective delegates have made suggestions for your Philadelphia Congress program.

Laymen and the Congress

The congress offers each year an exceptionally fine opportunity for cooperative thinking and planning by lay and professional recreation leaders. Basically the progress of the movement, as carried out under professional leadership, is determined by thousands of public-opinion-forming lay leaders serving on local recreation and park boards. Other thousands of men and women have volunteered to give service to the recreation movement in other ways. In the National Recreation Association, itself, an outstanding group of men and women serve on the board of directors and some four hundred of the nation's leading citizens serve as sponsors of the association. Interests of laymen have definitely been considered in planning this year's program, and the Philadelphia Congress is a particularly good time for laymen to attend a congress.

Executives' Advisory Committee

Under the chairmanship of Jesse Reynolds of Richmond, Virginia, this year a committee of recreation executives is at work on plans for the annual session on "Administrative Problems of Recreation and Park Executives." This meeting, which has become a congress tradition, is eagerly anticipated by many recreation executives. Ground rules for it provide that all who wish may attend, but that only executives may participate in the discussion. Members of this year's executive committee include the following in addition to Mr. Reynolds:



Concert in Robin Hood Dell, Philadelphia. Twenty-one free concerts set for 1953 include three in morning for children.

R. E. Anderson, Richland, Washington
N. J. Barack, Columbus, Ohio
Kenneth Fowell, Great Falls, Montana
Pat Haggerty, Wichita, Kansas
Lou Hamilton, San Antonio, Texas
Howard Holman, Fresno, California
James G. Hudson, Geneva, New York
Cordelia Hunt, Tampa, Florida
C. Evan Johnson, Newton, Massachusetts
Fred M. Merrill, Rochester, New Hampshire
Arnold Moser, Houston, Texas
John N. Nichols, Cedar Rapids, Iowa
Howard Rich, Sheboygan, Wisconsin
Henry Swan, Phoenix, Arizona
Michael Wargo, Clairton, Pennsylvania

Congress Preliminary Pamphlet

The outline of this year's National Recreation Congress is now available and if you would like to have a copy write immediately to T. E. Rivers, Secretary, National Recreation Congress, 315 Fourth Avenue, New York 10, New York. The "Preliminary Pamphlet," as it is called, is being mailed again this year to a long list of recreation leaders and public officials. If your copy has not yet reached you, please be sure to let Mr. Rivers know.

Topics for Congress Section Meetings

The Congress has been planned to meet the needs and interests of practically anyone related to the recreation movement. The wide range of topics for group meetings, which are listed below, will give some indication of what is in store at the 35th National Recreation Congress in Philadelphia.

All-Day Meetings on Monday:

Administrative Problems of Recreation and Park Executives

Recreation in *Hospitals*

Recreation for *Business and Industrial Employees*

Town and Country Recreation

Workshop for *Supervisors*

Recreation Programs Sponsored by *Religious Groups*

Other Section Meetings: *

Leadership for *Arts and Crafts* Programs

Reaching Children with *Behavior Problems*

Making the Service of *Board Members* More Effective (for board members only)

What Part Should *Camping* Have in Our Programs?

Cooperative *Community Planning* for Recreation for All the People

Organizing the *Community Theatre*

How Provide Recreation on a *County or District* Basis

Elementary *Engineering Principles*

Stronger, Happier *Families* through Recreation

Leisure Living in the *Later Years*

Getting the Most out of the *Maintenance* Dollar

How Can We Improve Our Community *Music* Programs?

In response to popular request, plans are now being made for a special meeting at the Congress which will be restricted to OLD-TIMERS —those who have served twenty years or more in the recreation movement. Further details will be available at a later date.

How Can We Strengthen Interest in *Nature* and the Out-of-Doors?

Helpful Hints for the *One-Man* Gang

Personnel—People, Performance, Potential

Pet Ideas

* In preparation for meetings, look up articles on these topics, using the annual index of RECREATION magazine, and do some preliminary reading.—Ed.

The September issue of RECREATION will be the Recreation Congress issue. See it for final reports on Congress plans, the Congress speakers, an editorial by Robert Crawford, Philadelphia's recreation executive, on "The Role of Recreation," as well as for an article by Frederic Mann, Philadelphia's recreation commissioner, on "The Philadelphia Story in Recreation."

Workshop for *Playground and Indoor Center* Workers

Creative Types of *Playground Equipment*

Program Planning—What are the Steps in Building a Well-Balanced Program?

Making the *Recreation Dollar* Provide the Most Play

The *Recreation-Park Department*—Advantages and Disadvantages

School-City Cooperation in Providing Areas and Facilities for Recreation

The Role of Competitive *Sports* in the Recreation Program

Problems of *State Agencies* Providing Recreation Services to Communities

Surfacing Lessons Learned to Date

Planning a New *Swimming Pool*—Location, Type, Size, Shape

Expanding our Service through *Television*

Telling Our Story

College *Training*—Student Field Work

In-Service *Training*—New Methods and Materials

Recreation's *Unanswered Questions* and Unsolved Problems

Vandalism—Cause and Prevention

The *Volunteers* Have Their Day

Promoting *Winter Sports* on Snow and Ice

Reviewing Our Programs for *Women and Girls*

Make Hotel Reservations Early

Prospective delegates to the Congress are urged to make their reservations as early as possible to be sure of accommodations of their choice. Headquarters hotel will be the Bellevue-Stratford. A listing of a number of conveniently located hotels appeared in RECREATION for May on page 79.

Many delegates will want to drive to the Philadelphia Congress. Interesting and historical sights and sites abound in Pennsylvania and neighboring states. For full information about Pennsylvania, touring delegates can write to the Vacation and Recreation Bureau of the Pennsylvania Department of Commerce. Corresponding agencies in other states can provide similar information on request. Many oil companies also have touring services which will provide a great deal of pertinent information in convenient form. Your local gas station can refer you to the right address for this service.*

* See also *Your Rand McNally Vacation Guide* which is available at your book and stationery store. Prepared in collaboration with the National Recreation Association this guide will give you vacation suggestions between your home and the Congress. Price $1.50.

FARM HOSPITALITY PROGRAM

THIS IS a story of mashed potatoes, dandelion greens, and soldiers enjoying the farm, of friendly people who used what they had to do what they could when the need to serve was presented to them. It is the story of the good, frugal, friendly Pennsylvania Dutch folk of Lebanon County, Pennsylvania, and their farm hospitality program to serve troops from the Indiantown Gap Military Reservation.

It starts in September 1952, when Richard G. Mitchell, community services advisor for the Headquarters Second Army walked into the office of David J. DelMarcelle, executive secretary of the Lebanon County Chamber of Commerce.

The Indiantown Gap Military Reservation is located in Lebanon County, Pennsylvania, some fourteen miles from the city of Lebanon, twenty miles east of Harrisburg, the state capitol. The "Gap," as it is termed by some, and IGMR, which is its designation in army talk, is almost exclusively an infantry basic training center. This is one of the places where raw, untrained civilian inductees are transformed in sixteen weeks into soldiers. It is also a place where all the loneliness, frustration and uncertainty which accompanies disruption from families, friends and familiar surroundings has an opportunity to come into sharp, and sometimes shattering, focus for the first time in the young lives of the recruits.

Mitchell had conferred with officials at Indiantown Gap, had talked with the men on the drill field during breaks in the training routine, and appraised the recreation resources of the communities in the surrounding area—York, Lancaster, Harrisburg, Hershey, Lebanon, Reading, Pottsville, Philadelphia was not too far away, and could be added to the list of weekend leave areas; but a recreation sense warned that towns and cities were not sufficient leave areas, despite the variety of resources which they offered. Like the army wherever it is found today, a substantial portion of the personnel at IGMR was made up of men from the small town and the farm. The small cities, the large cities, the metropolitan areas which were within reasonable distance of the Gap were unknowns to these men, strange areas which only multiplied the recruit's sense of loneliness and confusion when he sought to spend his spare time there.

These were men from New York State, New England and the South, the rocky hills of Vermont and the cotton lands of the Carolinas. Their familiar world was that of plowing and barn dances and the village square. They were farm boys, unsettled and uncertain—as are all new inductees, homesick—as all young persons away from home can be, and baffled by their new environment. It was the army awareness of these circumstances and needs which led the community services advisor to visit the Lebanon County Chamber of Commerce.

Mr. DelMarcelle, who had spent a part of his military service at IGMR, subscribed to the idea that farm visits would be valuable to trainees who had farm backgrounds, and was convinced that here was an opportunity for the people of Lebanon County to give a service to the army. The trim, prosperous Pennsylvania Dutch farms of the area were perfect settings for such a project, in DelMarcelle's opinion, and he suggested that the plan be presented to the Agriculture Committee of the Chamber.

On October 22, Mitchell, accompanied by John W. Faust, National Recreation Association district representative, and two officers from the Gap, met with the Agriculture Committee. The plan was presented as one which should seek to personalize the services to the men rather than serve large groups in a mass program which would become necessarily impersonal. Since it was correctly anticipated that more men would want to participate in the program than could possibly be accommodated, the decision was made that only inductees who had practiced farming prior to their entry into the army and who intended to make farming their career when their military service was completed should be served by this program. Screening of inductees and their orientation was a necessary step and the IGMR personnel accepted this responsibility.

The plan was unanimously adopted by the committee and a sub-committee was named at once to put it into effect. Mrs. Andrew K. Mish of Myerstown, Pennsylvania, was named as chairman of this group, and with her fellow committee members immediately moved to make the plan a reality.

From a recreation point of view perhaps the most interesting process in the development of this program came not with the advent of the specific program itself but in the "warming up" process which intervened. An opportunity to become acquainted with the problems and practices of the Gap would be useful to the community leaders who were to have prominent roles in developing the hospitality

rogram. Also, citizens felt that an opportunity to join ith a group of the inductees in a community social setting ould be a genuine "ice-breaker."

The first half of this process was undertaken by IGMR hen twenty-six representatives of the county chamber of ommerce were transported to the camp, to view the basic raining program in action, learn about the Troop Infor- ation and Education program offered on the post (with articular attention directed to those portions of the edu- ation program which dealt with agricultural topics), and o sample the variety of services which the army provides n-post to serve the leisure time needs of its personnel.

On Thanksgiving Day the second half of this process as completed when the North Jackson Grange feted forty- ve servicemen at a traditional Pennsylvania Dutch hanksgiving Day dinner. The square dance which fol- owed completed the socializing process, and was high- ighted when a serviceman from Auburn, Maine, proved to e both a Grange member and a top-notch square dance aller.

The product of this "warming-up" process was a better nderstanding by both parties concerning what each group as like, what could be done, and how to go about it. Any ense of strangeness or stiff formality was being dispelled y these neighborly events. Only when this point of group

"Back to the farm" movement is sponsored in Pennsylvania by county farmers for servicemen. Wenger farm, Myerstown.

understanding had been reached was it time to think of putting the program on a person-to-person basis in the farm homes.

Commencing with the weekend following the Thanksgiv- ing Day dinner, and continuing every weekend since, groups of men from IGMR have been guests in Lebanon County homes. The good wives of the countryside are bak- ing extra pies and cakes, the servicemen are milking cows and driving tractors, the children are doing their hero- worshipping at first hand, and the farmers and the induc- tees are comparing the relative merits of Allis-Chalmers versus John Deere farm implements. The men go to the Grange dance on Saturday night with the host family (ser- vicemen admitted free), and usually attend church with the family on Sunday morning. If they prefer to go to a church different from that which the host family attends, the host family takes them there and picks them up after the service.

"I went out early this morning to gather a dish of dande- lion greens," said one farmwife who was preparing to wel- come a soldier lad into her home. "I just know he won't have had anything like that at the camp." Another farm- wife found that her guest wanted to help in the kitchen, so she let him mash potatoes. Several farmers had to be con- vinced they would not be guilty of exploitation of the soldiers if they let them do some of the chores. In fact, the principal problems encountered by Mrs. Mish and her com- mittee was that of convincing the families they shouldn't treat the men too much like "company."

"My boy is going into the service soon," said one farmer, "and I wanted to see what the men in the army are like. The ones who came to visit us made me feel better about the whole thing, and gave my youngster a chance to learn something about the army in preparation for his own in- duction."

The prosperous farms of Lebanon County are well and widely known, and the constant striving toward informality in the farm visits is combining to make those visits richly productive in a recreational-educational sense. The men are seeing, at first hand, farm methods which have proved successful; they are comparing notes with the farmers, learning about dairy herds and marketing practices; and all the time they are enjoying themselves. They are being drawn into the year-round educational activities of the chamber of commerce—in programs ranging from poultry- cutting demonstrations to formal presentations of agricul- tural studies. Everywhere the soldiers go they are welcomed, they are included as members of the group, and in this companionship and acceptance they find both meaning and pleasure.

So rapidly did community interest in the farm hospitality program spread that, when announcement was made at the Gap that trainees could not be given passes to go home over the Christmas holidays because of the urgency of the training program, DelMarcelle, Mrs. Mish, and hundreds of people of the area rallied to see what they could provide which would in part substitute for the Christmas holiday at home. The radio and TV stations responded promptly, newspapers were equally generous in their coverage, and invitations to Christmas dinner poured into the chamber of commerce headquarters. Invitations were received from all the surrounding counties, and from as far away as Philadelphia; and two telephone lines were jammed with a flow of invitations during this period.

Four hundred men from the Gap—every man who wanted an opportunity to spend Christmas off the post—were provided for through this program. So tremendous was the throng that gathered in Lebanon to meet the cara- van of loaded buses from IGMR that the Reading Railroad loaned its bus station for use as the meeting point.

There are only a few Negro families in the Lebanon County area, but they were determined to play their full part in this Christmas program. As a consequence, some of these families had six to eight soldier guests at their table when dinner was served.

In addition to the home hospitality at Christmas time, the Lebanon Kiwanis Club, Jewish Welfare Board, YMCA and USO combined to provide an afternoon recreation program in the YMCA and an evening dance in the Weimer Hotel. Although many servicemen attended the dance, DelMarcelle received a number of telephone calls from well-fed soldier-guests who wanted to know if attendance at the dance was compulsory. Assured that the only compulsory action was that they enjoy themselves, many elected to bask in the comfort of the homes they were visiting, content to let a prodigious dinner be gracefully digested.

Behind this well conceived and carefully directed plan, it is this precise attention to detail on the part of the community group which is basic to its successful operation. The men arrive from the Gap early Saturday afternoon in transportation provided by the army. They are met by DelMarcelle, Mrs. Mish, and the host families for that week. The sheer friendliness of the hosts and the objective sense of the committee operate at this moment to dispel any lingering uncertainty on the part of the soldiers. DelMarcelle usually starts things with an informal briefing in which he tells about the program and how it will operate for this particular group. There are no complicated rules or stilted procedures. He does point out, however, that there are certain local customs, such as church attendance, to which the men are asked to adapt themselves.

An equally careful job has been done to prepare the farm families for their role. Even such apparently minor details as providing the visitor with a bite to eat when he arrives at the farm, if he's hungry, are now included in the program. This became a practice when it was discovered that many of the men, who are in training until noon on Saturday, were missing chow in their hurry to shower, change to clean clothes and catch the transportation to town. Any recreation worker knows the value of food as a socializer and so will appreciate how this bit of thoughtfulness serves to accelerate the getting-acquainted process.

So cooperative is the spirit of the community that, if one family wants to be hosts to men from the Gap but cannot provide them with adequate sleeping accommodations, another family will take responsibility for this portion of the service, taking them into their home for the night and returning them to the host home for breakfast on Sunday morning.

Another facet of the skillful administration of this program is the effort to "match" the agricultural experience and interest of the men with the farm family they are to visit. When the Gap advises the county committee as to how many men will be visiting on the next weekend, the information includes the states from which the men come and the type of farming with which they are most familiar. The soldier from Wisconsin who is interested in dairy farming, or the serviceman who is interested in poultry raising, or the New Jersey lad whose background is associated with general farming, find themselves guests on farms which fit in these interest categories.

As is to be expected, once the serviceman is brought into contact with one of the families through this program, his future visits to the community can be self-directed. The men are revisiting their host families independently, and the farm folk are receiving letters from the parents, wives and friends of the men so entertained, expressing again appreciation for this hospitality.

This, then, is the story of Lebanon County and its farm hospitality program—of its wonderful people, of splendid organization and leadership. It's a simple story of using what is at hand to serve those who will be benefitted by the opportunity to share in it. It's the kind of program which can be tailored to local situations everywhere to become new and exciting stories of service to our armed forces.

BOYS' READING

In setting up a boys' reading, or creative dramatics, program it should be helpful to know that the Junior Book Awards Reading Program 1951-52, of the Boys' Clubs of America, chose the following books to receive the Junior Book Award Medal: *Johnny Wants to be a Policeman*, by Wilbur J. Grauberg; *The Cowboy and His Horse*, by Sydney E. Fletcher; *A Long Way to Frisco*, by Alfred Powers; *Phil Sterling, Salesman*, by Michael Gross; *Passage to America*, by Katherine B. Shippen; *The Official Encyclopedia of Baseball*, by Hy Turkin and S. C. Thompson; *The Kid Who Batted 1.000*, by Bob Allison and Frank Ernest Hill; *Bullard of the Space Patrol*, by Malcolm Jameson; *Minn of the Mississippi*, by Holling C. Holling; *Bucky Forrester*, by Leland Silliman. Junior Book Award Certificate winners were: *The Apache Indians*, by Sonia Bleeker; *The Missing Brother*, by Keith Roberson; *The Swamp Fox*, by Marion Marsh Brown; *Free and Easy*, by Fairfax Downey; *The Jim Thorpe Story*, by Gene Schoor. In answer to the question, "What other books have you liked?" more sports books were named by the boys than books on any other subject. More books on baseball were named than those on any other sport. These included books of fact, fiction, and biography. Boys from eight to eighteen showed this preference for baseball. Football was second in number of books mentioned and basketball was third.

Next best to sports stories, boys like horse stories. Whether the story be modern day or a period piece does not seem to matter, just so it's about horses.

Adventure stories were third among the books named, while biographies were fourth.

C. G. Paxson

PO-TIKI
on a Budget

Campers and their unique craft set sail for high adventure.

TOM SAWYER on his raft and the men on the Kon-Tiki will always ave a popular following. Such stor-s appeal to the young in heart, those ho are equipped with imagination nd the desire for adventure. Camp-rs only need counselors with enough know how" to convert the idea into a eality—and a wonderful experience. s Camp Pocono encourages original leas, it was not long after the Kon-iki story became generally known efore a couple of fertile minds pro-uced plans and a team of capable ampers to carry them out. In a few ays our craft, complete with sail, replace and sleeping quarters, was eady for launching, and with due cer-mony was christened Po-Tiki.

Starting with two matching canoes aluminum 17-footers) campers con-tructed a 10 by 12 foot deck, formed o distribute the weight equally on the urved gunwhales of the two canoes. lanking ¾ inch thick and from 4 to inches wide was used and spaced part for drainage. Supporting pieces ere cut from 2 by 2's, as it is im-ortant to keep the deck light in eight.

While the Po-Tiki was meant to be ailed, there are times when the best rew will need to resort to paddles. Vith this in mind four hatches 24 by 4 inches were cut out and hinged to he deck (two over each canoe) so hat when they were opened the pad-lers would have ample leg room. hese hatches also served as entrance o storage space below decks for bed olls, provisions and other gear. Of course, at night all hatches were closed to provide a flat surface for the six sleeping bags under the canvas tent, which was securely lashed to rings along each side.

Searching in our sail loft, we found some old rigging and selected a mast, boom, and a triangular sail which was cut down to fit and appropriately dec-orated. An old oar, mounted in a re-movable socket at the stern, provided us with a rudder which was all that was needed to permit our craft to navigate the far reaches of our four-teen-mile lake. We always took along six canoe paddles should it be neces-sary to head into the wind, or to in-crease the cruising speed. The boom served a double purpose, for at night after the sail was furled it was raised to proper level to provide a ridge pole for the tent. An extra pole, cut the correct length, was carried on board to support the aft end.

A hungry crew must eat, and a couple of days "at sea" requires hot food. Yes, just aft of the mast we constructed a 24 by 24 inch square, 4 inches deep, and lined with asbestos. This was filled level with sand and served as a fireplace. Long hooks from the boom supported kettles over the fire at desired heights. Folding reflector ovens of our own design pro-vided bread and pies. Fire hazard was negligible with water all around us, and dish washing was a cinch.

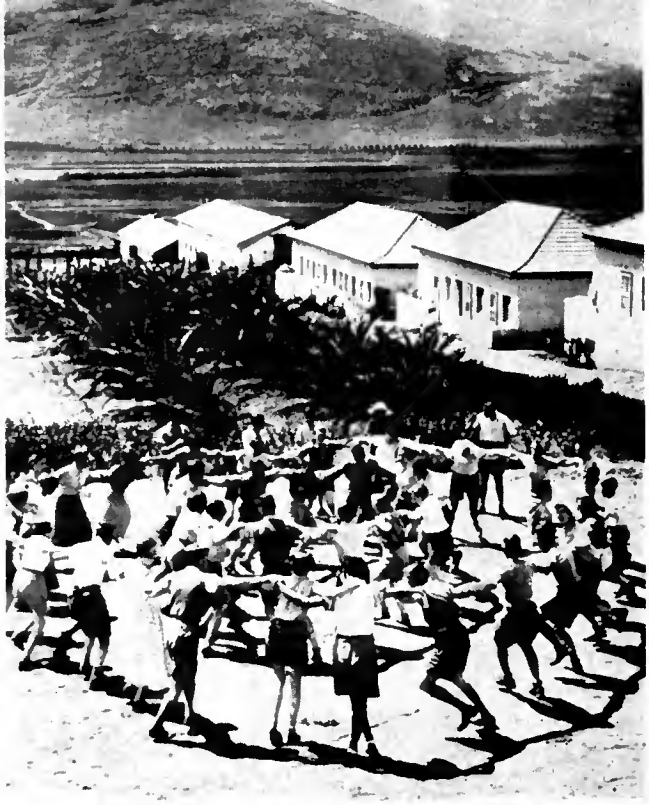
Should the canoes be needed in camp, it is a simple matter to lift the lightweight deck after untyiug the four stay-ropes attached to the mast. The craft is re-assembled by reversing the process and, with four able men, this takes but a short time.

The Po-Tiki was enjoyed by camp-ers of all ages from seven to seven-teen, as well as by the staff. It proved to be the safest craft of our whole fleet, as it just can't capsize. There was always a new crew selected and wait-ing to get out as soon as one crew re-turned, cleaned up and reported. Wherever she traveled she never failed to puzzle fishermen and other passing boats.

The most interesting cruise resulted from installing on board a two-way ship-to-shore short-wave radio giving us direct communication between our camp radio room and the Po-Tiki miles away. The conversation was broadcast to the assembled camp back home as though interviewing a crew of explorers approaching a foreign shore. Curious strangers in passing boats were interviewed and asked to "say a few words" and in return were introduced to the international crew that was on board that day, a crew made up of representatives of six dif-ferent countries.

Our total cost was under $25 for the lumber and hardware. Mast, boom and sail can be made without difficulty if you don't have them. I don't know of any $25 we have spent in the last thirty years that has added more to our program. The planning and building, the navigating and ex-tended cruises of the Po-Tiki, all have provided experiences that the boys will never forget.

Reprinted from *Camping Magazine*, May, 952.



The "Hora," near the foot of Mt. Gilboa in Israel.

ISRAEL DANC

A FOLK DANCER was heard to remark recently that he learned the "Hora" from a YMCA leader, "Im Hoopalnu" from a Chinese instructor, and the "Hora Aggadati" from a Swedish-American boy whose activities in the field were, until recently, confined to western-style square dance calling. And Mary Ann Herman, of Folk Dance House, had the interesting experience of teaching some of the Israel dances to a group of nuns in Pittsburgh. The nuns, in turn, were planning to teach them to students at the parochial school there. It's a long way from the days when dancing was considered wicked and immoral by most church folk. Today, there are many champions of the dance in various branches of religion.

In fact, some of the most delightful dances to join the dances-of-many-lands movement which has been sweeping the country for more than a decade have been coming to us from the young state of Israel. Ranking in popularity with the favorite dances of Sweden, Russia, Germany, Italy, Switzerland and the Balkans, wherever these international dances are enjoyed, are the sprightly "Mayim," the vigorous "Hora Aggadati," the delicate "El Ginot Egoz," the defiant "Im Hoopalnu," the captivating "Harmonica," the oriental "Mechol Ovadya" and the "Hora," Israel's national dance. And to the vocabulary of such folk dance terms as the "buzz step," the "polka step" and the "schottische step" have recently been added the "debka step" and the "Yemenite step."

The earlier Palestinian dances were mostly importations from European countries. While some of them retained their original flavor, others began to show the oriental influence of the Arabs and Yemenites. In addition, the collective way of living and the lack of movies and other kinds of entertainment in the rural sections of Israel, as well as the natural need for self-expression, lead to the creation of many new dances. Some of these dances developed spontaneously out of a group, while others were created by, or with, the aid of teachers and choreographers. The newer dances, too, show a strong oriental flavor. Choreographers have also been studying the Bible and other sources for clues as to how the ancient dances of the Hebrews were performed. The folk dance festivals, held at Dalia in the hills of Ephraim every second year, which attract thousands of people from all over the country, gave impetus to the folk dance movement in Israel. These festivals provide an opportunity for the exchange of dance material among the various groups and serve as a stimulus for new creations in the folk manner. Very often these dances undergo a number of changes before they are brought to the United States.

One of the dances which has gone through a curious transformation since it came from its original home is the Hora. To Jewish people all over the world there is a kind of magic in the word "Hora" and even non-Jews cannot resist the contagious joy of this simple dance. It came to Palestine from Rumania as a vigorous, peasant dance back in the early twenties. It was introduced by some of the early *chalutzim* (pioneers who came to rebuild the land destined to become their people's home). These chalutzim would stop in the middle of their labors to dance the Hora, hands on each others shoulders, singing their own accompaniment. They danced in the *kibbutzim* (cooperative settlements) at night after work, and in the streets or along the road. They would start out slowly, moving to the left (or to the right) with a step, cross, step-hop, step-hop, but gradually the dancing increased in tempo until it ended in an almost frenzied mood of rapturous joy. It was this ecstatic dancing that moved the well known writer and scholar, Dr. Wolfgang von Weisl, to say, "Not to have seen the Hora danced in Palestine is hardly to know what dancing means." In it they danced their hope and determination for a new homeland, they danced for freedom forever from persecution, they danced with joy as they saw the buildings springing up around them and the fruits of their

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MISS MYERS, *who has taught folk dancing and researched in folklore, is the author of "A Song of Israel," which appeared in the* CHICAGO JEWISH FORUM *in June, 1952.*

Therese Myers

N AMERICA

labors bursting forth from the desert and the former swamplands. They opened the circle wider to let in new immigrants. Many of the newcomers were gifted composers and created new music for the Hora (as well as other dances) and many were trained dancers and choreographers. The dancing became lighter under the influence of the oriental landscape—the surrounding hills and valleys, the fragrant orange groves, the silent waters of the Dead Sea, and the soft melody of the shepherd's flute. And finally, their joy knew no bounds when the little parcel of land about the size of New Jersey became the State of Israel. "Am Yisrael Hai" they sang again and again as they danced, "Israel Lives Forever."

Today the Hora is danced at almost any kind of Jewish festival or celebration, as well as folk dance gatherings. In America, it is not uncommon to see young boys and girls gather in small groups in an auditorium or some other place, after an important event of some kind, and dance the Hora with the same ecstasy and rapture as the early chalutzim. They dance on the stage, in the aisles, outside the building, any place where there's a little empty space.

Almost as well known as the Hora is the "Cherkessia." This is a line dance which was brought to Palestine by the Mohammedans of Circassia in Southeastern Russia who had fled persecution by the Czar. It was originally a men's dance, but women joined the line in Palestine. A leader at the beginning of the line usually gives the cue for the next step, sometimes following a set pattern, but often improvising. A chorus step is repeated after each figure. There is also a "Double Cherkessia," which is usually done in couples, but sometimes in sets of three or four. This is a little trickier to do because of its off-beat rhythm, but the music is so gay and the dance has such a wonderful lilt to it that it's worth trying.

A dramatic moment in the history of Israel—the British blockade—was responsible for the emergence of "Im Hoopalnu" (Though Defeated). Although the music, which has a determined ring to it, may be partly responsible for its popularity, the dance itself, with its strong rhythm and promise of victory, is irresistible. However, it is not recommended for beginners. "Im Hoopalnu" is a circle dance and like others of this type does not require partners.

Among the dances which represent a combination of European and oriental movements, and which are well known in this country, are the "Circle from Sarid," "Livshu Na Os" (Put on Strength), and the "Hora Aggadati," named after its creator, Baruch Aggadati, a Russian ballet dancer. All of these contain the debka step of the Arabic shepherd dance.

Dancing played an important part in the life of the ancient Hebrews. Whenever an important event took place or an occasion arose for celebration, the people expressed their joy and happiness in dance. The numerous references to dancing in the Bible indicate that it was accepted as part of the beauty and loveliness of life. It is not surprising, therefore, that present day dances should draw their inspiration from the Bible.

The joy of the early settlers in bringing water out of the desert is expressed in the lovely dance, "Mayim. Mayim!" (Water, Water). As the circle moves to the left in a wave-like movement, the dancers sing, in Hebrew, the words of Isaiah: "Therefore with joy shall ye draw water out of the wells of salvation." And with light, springy steps, they move in towards the well and express their joy for the water that will make the wilderness blossom with a thousand flowers, that will bring food to thousands of hungry mouths.

A number of new dances based on Biblical themes, with music by modern Israeli composers, have recently been introduced to America and are fast becoming popular. Among them are "Kol Dodi" (a line dance), "El Ginat Egoz," "Iti Milvanon" and "Dodi Li," all of which were inspired by the *Song of Songs*. The latter three are couple dances. Both the music and the dances show the Yemenite influence. It is the Yemenites of Southern Arabia, with their exquisite grace and primitive sense of rhythm, the main preservers of the Jewish cultural tradition, who hold the key to what may develop into the real dance of Israel. Gertrude Kaufmann, whose pioneering work in connection with folk dancing in Israel can be compared to the efforts of Elizabeth Burchenal in this country, and who conceived the idea of the Dalia festivals, was surprised enough at the popularity of "El Ginot" to remark: "We would not have believed, some years ago, that our vigorous, rough pioneer youth who somewhat resembled the Wild Westerners in America, would be willing and able to learn and take over the elaborate, refined, stylist hand-gestures of the Yemenites." The Yemenite influence can also be found in "Mechol Ovadya," a line dance which starts out with a slow, almost monotonous chorus step to the slightly syncopated rhythm of an Arabic drum beat. This step is interrupted several times by a series of quick movements consisting of variations on the debka step. The dance can be described as being characteristic of the endless desert and the sudden appearance of desert storms. "Mechol" is Hebrew for "dance of" and "Ovadya" was the name of the drummer who inspired its creation.

The Israel Dance Festival held at Hunter College in New York City last year, and again this year, with the participation of various Jewish youth groups, has attracted con-

siderable interest. While the festival is held in the form of a contest, thereby giving the activity the wrong kind of stimulus, it does give the participants an opportunity to present a great deal of material for the information of folk dance enthusiasts, as well as an opportunity to do something creative in the folk style. Although it is impossible to keep up with all of the dances presented, these new creations should not be discouraged, since they keep the movement alive and growing. To some of the experienced dancers who have been enjoying the better known ones for some time there is a constant challenge, with little danger of getting bored. And in the end it is their popularity and the people's acceptance and modification of them that makes them folk dances. It should be remembered, too, that many of the dances known as folk dances today were created by dancing masters hundreds of years ago, while others were ballroom dances enjoyed by the elite. It should also be pointed out that the art dance and the folk dance are not as far apart in Israel as in some other countries (where the art form follows a more highly developed classical style) since both forms are closely related to the everyday life of the people.

Were it not for the tremendous interest in folk dancing in the United States today, we might never have been introduced to some of these charming Israel dances. The overwhelming response to the movement in this country proved that there was a need for such an activity; people were, unconsciously, rebelling against the cheap kind of entertainment being fed them via the movies, radio and phonograph records. This need was supplied, in most part, by the people living in the rural sections of the country where the American folk dances (in the form of squares and contras) had been danced, in some sections for nearly two hundred years. And thanks to the excellent technical achievements in the field of recording equipment it has been possible to produce some very fine records which add to the joy of the dancing. But the movement has not remained static in this country either. We have our folk dance festivals and camps, and square dance jamborees where callers and teachers gather from all over the country for an exchange of material. New England is now doing western style square dances, Texas has added English Morris and Sword Dances to its repertoire, and the international groups are doing almost everything.

Program Aids

New Israeli Dances, Dvora Lapson. Descriptions of twenty-nine dances, classified by age level. Jewish Education Committee, 1776 Broadway, New York 23. $1.25.

Jewish Folk Dance Book, Katyz Delakova and Fred Berk. Jewish Welfare Board, 145 East 32nd Street, New York 16. $.75.

Israeli Folk Dances. Excellent music by Israel Folk Dance Orchestra, soprano and baritone soloists. Recorded by and available from Israel Music Foundation, 1650 Broadway, New York 19. Album No. 5, three records, 78 rpm, $4.45; LP, $4.00. For instructions, see *New Israeli Dances.*

Song of Songs. Arzi Records, 1566 First Avenue, New York 28. Album D-102, three records, 78 rpm, $4.50; LP, $4.00. Mimeographed instructions available from the Jewish Education Committee.

Israeli Dances. Arzi Records. Album D-104, three records, 78 rpm, $4.50; LP, $4.00.

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Who Says Teen-Agers Won't Work?

Mrs. Jack Niehus

Above. Cleaning up after party attended by 400 teen-agers, l. to r., Joyce Walla, Ronnie Freeman, Patricia Purcell, Dick Stewart, Jeanne Dodge. Canteen's decorative scheme can be seen.

Left. The young people are very proud of this red autograph wall, and they earn points with clean-up jobs which entitle them to add their autographs. Note the photograph frame at the right.

If you were a visitor at our Wel-Com-Inn youth canteen, in Fremont, Nebraska, you would be surprised at the close of the evening to see how the clean-up committee collects mops and brooms and goes to work sweeping, dusting, moving furniture, polishing, picking up pop bottles and getting the place in order for another evening of fun.

Cleaning the canteen used to be our biggest problem until we hit upon the idea of going down the membership list and posting four names on the bulletin board every meeting night for clean-up committee duties. Under this procedure, I call the young people by telephone to be sure they know when it's their turn to clean. If they can't report that night, they are to have someone take their place. If they or their substitutes fail to appear at canteen closing time, the latter are forbidden to come to the canteen for a month.

At first, the young people didn't like this and felt they were being forced to work. After two or three weeks they realized that actually they were only keeping their own canteen clean, and they were gaining first-hand knowledge of how their evening's fun created a lot of dust that someone else had to remove. In this way, everyone was doing his share and not placing the cleaning burden upon the same people all of the time.

In addition, every time a young person cleans, scrubs or waxes the floor, or decorates the canteen, he or she receives one merit point. Eighteen points entitle the youngster to write or print his name in white paint on a large red autograph wall.

The young people are very proud of this wall, and each tries to outdo the others by making the name look different. After a canteen member has his name on the wall, he can earn five stars and thus be pictured in a special photograph frame. Each star represents eighteen more points. This system has worked beautifully.

We have officers for our canteen, elected once a year by the members. They meet with the director once a month to plan parties and discuss ways to improve the canteen. Rules and penalties are made by them. We have a sergeant-at-arms, and he has three helpers. If any young people destroy property or become rowdy, the sergeants see that they cease such action or leave the canteen.

Our local newspaper has helped canteen publicity with stories and pictures regarding our activities. We also have a splendid city recreation board with which to work.

Each time the canteen is open, the parents of members act as chaperones. One couple carries responsibility for the evening. The father's job is to stand by the door and check to see that each person entering has a membership card, obtainable for one dollar a year. If the youngster has no card, he may pay fifteen cents for a single admission. The man sponsor also checks the boys' restroom occasionally. Smoking is allowed only in the restroom. The mother works behind a counter, checking out ping-pong equipment and selling candy and ice cream bars.

A youngster must be in his or her teens before becoming eligible to join the canteen. Some young people visit it every time it is open, and others come only once in a while. It is open on Tuesdays, Fridays and Saturdays.

Our attendance averages about seventy-five per evening, but after a high school athletic event, we have from three hundred to four hundred present. This number includes guests from visiting schools.

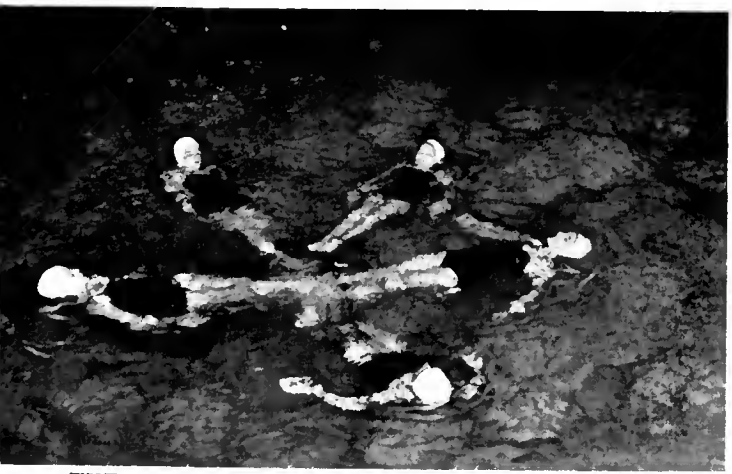
Once a month we hold Junior High Night, allowing seventh and eighth graders of the city to dance, visit and play ping-pong and shuffleboard. There are usually about 200 in attendance. They, too, clean up when the evening is over. The junior high principal asks for volunteers at school for the clean-up work, and about ten offer their services; but during the evening perhaps eight or ten more will volunteer. We always find something for them to do, and they leave with a feeling that they have helped to make the canteen as neat and orderly as they found it.

I still say teen-agers will work if approached in the right manner—and if they think it's fun.

Mrs. Niehus *is director of Wel-Com-Inn Canteen in Fremont, Nebraska.*

Water Shows

Nathan L. Mallison



THE PINWHEEL. Most communities have high school, college or other groups that do precision swimming drills.

A WATER SHOW is like any other form of dramatics, except that it's staged in and on the water instead of "on the boards" by thespians. In drama, one has marionettes, impromptu dramatization of stories, vaudeville skits, one act plays, long plays, processions, festivals and pageants, and so on. Similar activities, with water predominant in the scene are: aquatic demonstrations, marine parades, aqua-follies, aquacades, aquatic carnivals, water plays and water pageants. A swimming pool or protected body of natural water with seating facilities provides the location. The excellence of the production is limited only by the initiative and work of the director. The assembled water show, characterized by variety, is used more often than any other, so a standard program is presented here.

ASSEMBLED SHOW

Let's consider a typical, simple, easily assembled show for a municipal pool. The talent is already in existence in most communities. A good M.C. keeps the show rolling with the aid of some swim officials and a few playground directors. The aquatic director in charge will probably wind up with something like this, variation being subject to the locality:

1. "Star Spangled Banner"—Recorded music over the P.A. system, while a lone spot or sealed beam light illuminates the flag on a bulkhead if staged at night.

2. Snappy demonstration of strokes by groups taking instruction in Red Cross, "Y," or pool learn-to-swim classes. Tadpoles—across pool, dog-paddle. Minnows—across pool, opposite direction, using elementary crawl. Sharks—length of pool, breast stroke. Porpoises—length of pool, opposite direction, using back stroke.

3. Novelty Canoe Race—Three canoes from Scouts, nearby camp or canoe club. The hand-paddling race, four to a canoe, would be good for this event. Have a rope finish ten feet from the end of pool and attendants to stop canoes from hitting sides of pool.

4. Simple Water Ballet or Figure Swimming—Most communities have a high school, college, or other girls group that does a precision swimming drill in the same type suits and caps. Text books on the subject of such drills will assist the neophyte director who must train his own "aquamaids."

5. Novelty Swim Race—Swimming on the back with a lighted candle or carrying an open umbrella.

6. Fancy Diving Exhibition—Four to eight capable divers from high school, college or a nearby naval station should show all categories of dives, not exceeding a total of twenty-four. Try to avoid repeats. Announce only the name of the diver and his dive.

7. Canoe Tilting—Small decks, two feet long, are fastened to gunwales of canoes over the front seat. The tilter stands on this deck armed with an eight foot bamboo pole on the end of which is taped an inflated ball in funnel or plumbers friend. The paddler sits on the bottom of the canoe, in front of the rear seat. The M.C. serves as referee. The object is for a tilter to push his opponent into the water. Two out of three falls constitute a match.

8. Novelty Swim Race—The duck race, in which each contestant swims with a pie tin in each hand, is good.

9. Water Ballet—By an older or more experienced group than the one in number 4. Girls may carry waterproof flashlights on each wrist or wear fluorescent caps, in which case lighting effects are necessary. In daytime, paddle boards, with devices on them, add dramatic effect.

10. Comedy Diving and Swimming—Use existant "aquamaniacs," if available; otherwise run as a contest to determine the zaniest diver. Costumes add to the laughs.

NATHAN MALLISON, *the superintendent of recreation in Jacksonville, Florida, directs an exciting water program.*

The danger is that water comedians, unless their act is carefully rehearsed, may stay out too long. A burlesque of the water ballet is also effective. The comedy diving makes a good finale. End with a cheerful "Goodnight" and a snappy "Anchors Aweigh" or "Semper Fidelis" on the P.A. recorder. The M.C. should dress in yachting costume, and his aides in white sport shirt, ducks, and shoes. A line-up crew insures the readiness of each act. Pool decorations such as colored lights and pennants add to the showmanship.

WATER CARNIVAL

By "gilding the lily," the assembled show may become a carnival. Cut the demonstration swims and novelty swim races. Add a local pageant, choosing a queen and princesses. Last year's queen presides until the new one is chosen. Get politicians, radio announcers and beauty parlor operators to be judges.

Neptune, Aphrodite (who rose from the sea), Amphitrite (wife of Posidon), Davey Jones and Jack Tar (typical sailor) are legendary characters associated with the sea who may be set up as a court to rule over the water carnival. They should be enthroned opposite the "Queen of the Carnival," if one is chosen.

WATER SKIING

If a water show is conducted on a lake or lagoon with no surf, water skiing and aquaplaning may be included. Tourists visiting Cypress Gardens at Lake Eloise, Florida, are treated to a fine show by the Dick Pope Troupe. With the exception of a few stunts, like the "helicopter spin" and double jumps, the average group of youngsters can learn to water ski in formation, on one foot, over jumps, criss-cross, two high, on chairs and on miniature skis about half as big as a barrel stave.

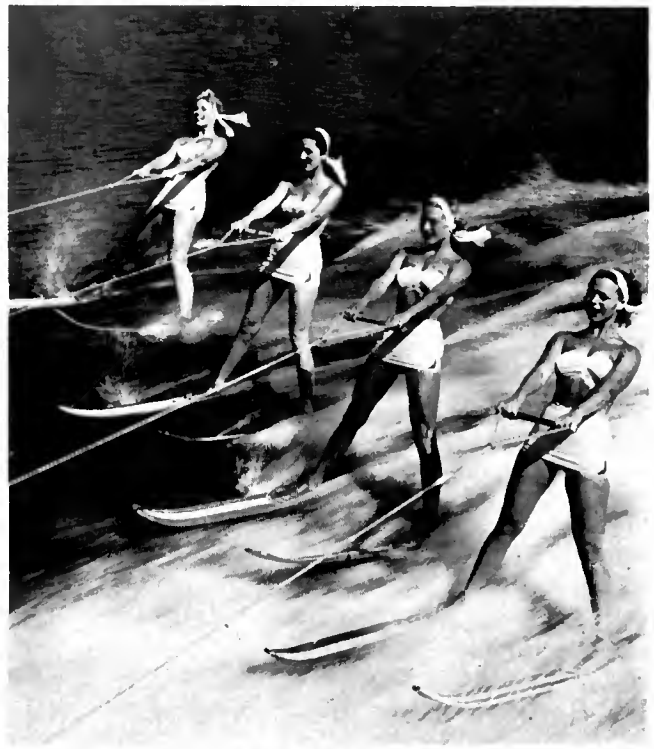
MARINE PARADE

In a large pool or lake, decorated canoes may stage a parade. Such a procession has many variations, ranging from the simplicity of couples dressed in national costumes as paddlers in a canoe with a few crepe paper festoons for decorations, to elaborate but light superstructures on the craft. The most elaborate prize winner I ever saw was a big duck built over a canoe with three ducklings, supported by inner tubes, towed behind. Other "floats" that can be built on canoes are: Venetian gondolas, replicas of the Clermont (side wheel propulsion, hand operated), Mississippi stern wheelers, Viking barques, old woman and the shoe, and the old mill, to mention a few. A catamaran, made of two eighteen-foot canoes and paddled by eight paddlers makes an effective barge for a queen.

There are many types of marine parades. In California, there is an annual gathering of a small sailboat class which is called "the flight of the snowbirds." Miami, Florida, has a marine parade of charter fishing boats, run parallel to one of its causeways. Tampa, Florida, stages a mock invasion by José Gasparilla, a pirate of other days. Hundreds of cruisers escort the pirate ship which is a square rigger. Palm Beach, Florida, used to stage a Venetian Nights Parade. All cruisers were decked with signal flags and colored lights. Some carried choral groups. Barges, towed by tugs, carried tableaus like the wedding of Neptune and Amphitrite, Jason and the Argonauts, Ulysses the Wanderer, and many others, lighted with fusees.

AQUACADES

Aquacades, such as those staged by Billy Rose at numerous expositions and in the motion picture, "A Million Dollar Mermaid," are really colossal and expensive extravaganzas which can be used as models for reproduction, on a much smaller scale, in a municipal or club pool. The water ballet is a major feature of such a production.



WATER SKIING. The average group of good swimmers can learn to ski in formation. Aquamaids at Cypress Gardens.

PLAYS

"How Swimming Grew Up," written by the late, beloved Commodore Longfellow of the National Red Cross staff, is a splendid example of an educational pageant which Elderdice and Mallison rewrote as an actual water drama with spoken parts.

Johnny Kemp's "Waruna of Bali," used by the American University Group is also fairly well known.

Dorothy Claussen is currently working on an idea for a water pageant in which the signs of the zodiac will be featured. This will include a narrated horoscope with background music, while swimmers do synchronized numbers and water pantomimes.

One of the oldest plays associated with maritime history is the traditional ceremony for those crossing the equator for the first time. Since many people will never get a chance to be the unwilling victims in this bit of aquatic horseplay, it could be used as an initiation for those "crossing the line" for the first time in the pool. "Crossing the line" in this case would be the line between the wading and swimming depths. King Neptune, Davey

Jones and other legendary characters can be worked into this drama.

STAGING HINTS

Water pageants and plays are staged much like an ice show. Three sides of the pool are open to the audience. A drop curtain, hanging into the water, parallel to the deep end and about five feet from the edge, permits entries from behind stage and unseen exits.

- Underwater lighting permits many unique effects. Spotlights are not always successful because a shallow angle of projection refracts light in the spectators' eyes rather than revealing the activities of the aquatic ballerinas.
- Grease paint make-up works as well for water shows as on the stage. Powder is not used in the make-up. Burnt cork, soluble in water, is unsatisfactory.
- Oil cloth, on which designs are painted can be used for costumes that do not cling when a performer comes out of the water.
- Actual ballet numbers may be staged on a concourse of the pool or on a platform or runway built above the water. The participants may paddle to the platform in a canoe or be taken to it during a blackout.

SOURCE MATERIALS

American National Red Cross, the *Journal* of the AAHPER, *Beach and Pool Magazine* and the publications listed here are sources of material for all types of water shows.

"Promoting an Aquatic Show," W. P. Massof, *Beach and Pool*, December 1947.

"A Symphonic Carnival," Victor Kieffe, *Beach and Pool*, December 1944.

"Organizing and Producing an Aquatic Pageant," Lillian Burke, *Beach and Pool*, October 1947, November 1947.

Swimming pageants: Series I—"Swimming Pageants for Outdoor Production," Series II—"Swimming Pageants for Outdoor and Indoor Production," Series III—"Swimming Pageants and Stunts," Series IV—"Swimming Pageants for Outdoor Production," Mary A. Brownell. A. S. Barnes and Co., 1926.

Rhythmic Swimming, Katherine W. Curtis, Burgess Publishing Co., 1942. (A source book of synchronized swimming and water pageantry.)

Fun in the Water, Thomas K. Cureton, Jr., Association Press, 1949. (Aquatic stunts, contests, games, and exhibitions for recreation.)

"Neptune's Court," G. A. Blair and W. L. Porter, Boy Scout Manual *Swimming and Water Safety*, 1927. (An elaborate water pageant.)

"King Neptune's Carnival," B. D. Brink and Mrs. A. L. Gillette, American Red Cross, 1926. (A pageant.)

"Showing Neptune," Commodore W. E. Longfellow, American Red Cross, 1926. (A pageant.)

"How Swimming Grew Up," Commodore W. E. Longfellow, American Red Cross, 1926. (Based on Hyatt's "Evolution of Swimming.")

"The Princess Learns to Swim," Alice Drake, American Red Cross, 1926. (A water play with land and water ballets.)

"The Conch Shell," Olive McCormick, American Red Cross, 1926. (A water ballet.)

"Narcissa and the Hunter," Olive McCormick, American Red Cross, 1926. (A water ballet adaptable to pool or open water.)

CAMPUS RECREATION TRAINING

FOR THE past four summers the University of Colorado at Boulder has sponsored, during the second session, a Recreation Workshop which offers a fine opportunity to combine study and recreation through an enjoyable experience. It is designed to train recreation leaders—those preparing to go into this professional field and those desiring refresher courses of instruction—and attracts attendance from many states.

Features of the workshop are the field work activities providing experience opportunities for the students and many happy hours of recreation for all members of the student body who wish to participate. The weekends are crammed with opportunities for camping, hiking, mountain climbing, fishing, touring and visitations to resort and historic places. The courses in camping concentrate on these weekend trips, include sunset sings, fun fests.

Heading the workshop is Harold D. Meyer, director of the University of North Carolina's Recreation Leadership Training. Mildred Scanlon, field specialist in social recreation of the National Recreation Association and Gerald P. Burns, former executive director of the American Camping Association, now with New York University, are on the staff. In addition, other leaders from the various departments offer courses in art, music, drama, sports, the dance and others.

A "sunset sing" held during a recreation workshop at the University of Colorado drew participants from many states.

The University offers its fifth workshop session July 23rd-August 25th, 1953. For details write to Professor Claire Small, Department of Physical Education for Women, University of Colorado, Boulder, Colorado.

The Benefits of Beach Development

PROBLEMS RELATING to the development and preservation of beaches were discussed at the 1952 meeting of the American Shore and Beach Preservation Association and the proceedings* of the meeting contain valuable information for all who are concerned with beach protection and operation.

The desirability of arriving at the estimated value of beach front improvements has long been recognized, but very little basis for developing such estimates has been available. For this reason a paper presented by Mr. John J. Curry of the Connecticut State Water Commission, describing the beach program of this state, has special significance. It points out that forty million people, or one out of every four in the United States, live within three hundred miles of the Connecticut shore, and that the state parks alone have almost 1,500,000 visitors a year. One state park alone entertains about three times as many visitors a year as Yellowstone National Park. The direct seasonal income of shore resorts is estimated at $20,000,000, and attendance records indicate that on days of heavy attendance only seven square feet of sandy beach per visitor are available at some of the public beaches.

Two individual beach projects are selected to illustrate the value of shore-front improvement. One is a state park where the shore-front is one and one-half miles long and where the attendance in 1951 was nearly 250,000. Ten thousand visitors were entertained in one day, a relatively small attendance compared with other state parks and public beaches. In spite of the fact that the only recreational asset of the park is its shore-front location, there is no sandy beach between high and low water and little sand above high water. The improvement plan involves production of a beach varying from one hundred to one hundred fifty feet in width, construction of walls to stabilize a creek and a rip-rap groin for retention of the beach. The estimated cost of the entire project would be $342,000. Annual cost, including replenishing of the sand, would be $19,460. According to Mr. Curry, "The only benefits in this case were the increased recreational value. The project will provide suitable beach for 200,000 of the present yearly visitors who are not adequately accommodated, and an expected new attendance of 300,000.

"The average expenditure by individuals to reach this beach is one dollar. It is assumed that half of such expenditure is for use of the beach since the only other facility available is atmosphere. At fifty cents per visitor the annual recreational benefit of the beach is $250,000. The annual benefit is 12.8 times the annual cost. There are, of course, other benefits such as prevention of progressive loss of what little beach is now available, saving of rehabilitation costs which might result from a heavy storm, and prevention of injury to bathers. But the benefit ratio is already so high that there is little practical point in adding to it."

The other example cited is that of a small town beach, 1,200 feet in length, only a part of which is usable. It is overcrowded by 36,000 annual visitors. At the peak use of 1,300 there are only fifteen square feet of beach per person The plan for improving the beach by widening it would cost $31,000, with annual charges totaling $2,385. Present maintenance cost is $730 a year.

Mr. Curry points out that "the improvement would increase the patronage by at least fifty per cent. The value of the facility per visitor was established to be at least twenty cents, giving a total benefit of $4,330 or 1.8 times the annual cost. In addition, but not computed, were the benefits from improved facilities for the present users and protection of the adjacent highway." It has been recommended that one-third of the cost of the project be met by the federal government, the remainder by the town. "Such a project represents a sizeable public benefit for a reasonably sized local expenditure. In simple town meeting economics, the town would spend $20,000, or less if some state interest and appropriation could be obtained, and would thereby save $730 a year on maintenance. At present bonding rates this, by itself, might be a practical expenditure, but in addition a valuable beach for 54,000 swimmers a year, road safety, concession returns, and so on, would accrue."

The importance of preventing pollution of waters adjoining beaches was stressed by Mr. Seth G. Hess of the Interstate Sanitation Commission of New York, New Jersey and Connecticut. He stated, "Eliminate the useless, yes. Reduce inefficient operation, yes. Prohibit unnecessary public expenditure, yes, but not the expenditures which are in the best interest of the public. The greatest economy of all is to spend to gain. It behooves us little to avoid expenditures if in so doing we create a menace to public health or deprive people of recreation in times of great stress. Clean beaches are a great asset to a people harried by the pressures of the world today. Therefore I plead for a vocal public, a people who are willing to tell their municipal administrators that they need, that they want, pollution control works, and that they are willing to pay the nominal costs for the great benefits that may be derived from these expenditures to provide water protection for beach preservation."

* Published in *Shore and Beach*, October, 1952.

Record Your Vacation Days

Photography is Easy

ONE BIG TROUBLE with vacations is that there is too much time between them! Most folks usually get away from it all only once a year, during the traditional time for recreation and relaxation—the summer. This means that three seasons intervene before the next break in the monotony of daily life. This is a long time in anyone's calendar.

One good way to shorten the in-between-times is to take lots of souvenir photographs during the halcyon days of fun and frolic. How better to remember places seen, people met and things done than with sharp black-and-white photographs or color transparencies or movies? Snapshots make the best souvenirs of any trip or vacation and enable one to relive the pleasures of years past. And it is certainly a lot of fun to have pictures to show the folks at home.

What's the trick of taking good pictures on vacation?

As a matter of fact, there isn't any reason whatsoever why anyone, in these days of good inexpensive cameras and film, shouldn't return from vacation with a batch of fine snapshots or good movies or color slides. Follow a few easy rules and it is practically guaranteed that you will be rewarded with the best souvenir snapshots you've taken:

Before you leave for Lake Mitiwanga's Cozy-Comfort Cabins, or Woodwild-in-the-Trees at Wild Waves, have your camera checked at your local camera store. This is particularly necessary if you are one of those persons who makes the mistake of leaving it in the dark fastness of the hall closet for months on end. If you have the chance, take a few test shots before you leave.

Unless you are a very experienced amateur, buy a pocket-size exposure guide in your local store. It costs only a quarter and covers practically every exposure problem. And speaking of exposure, ever take the time to read the instructions which come with every roll of film? You'd be surprised how many people ignore such helpful information from the film manufacturer. If your only experience with picture-taking has been aiming a box brownie and clicking the shutter, the prospect of learning about shutter speeds, f stop openings, film speeds, and so on, shouldn't overwhelm you. This little guide will do the thinking for you.

Unless your camera will take pictures at 1/100 or 1/200 of a second, avoid taking action passing directly across the view of the camera. However, even with the simplest fixed-focus cameras you can catch walkers, runners, bicyclists or boats directly approaching or retreating at moderate speeds.

Learn to use a filter on your camera with black-and-white film for outdoor shots. The light yellow (K2) is the most popular and brings out cloud effects and dramatically darkens the sky.

En route to your vacation location, whether you use a plane, train, ship or family auto, take plenty of pictures. Make the transportation part of your vacation snapshot record.

Three professional "Do's" for the amateur photographers on vacation to remember are: "Steady does it"—brace the camera firmly against your body (or brow or cheekbone, if it is the eye-level type), hold your breath for the instant it takes to click the shutter. Never hand-hold your camera when shooting at less than 1/25 of a second. At lower shutter speeds use a tripod or firm support. "Click and wind"—turn your roll to the next number after taking a picture to avoid double exposure and "Keep your distance"—six feet is as close as you can get with most inexpensive cameras.

Don't feel duty-bound when you take snapshots to have the sun behind you. That's the old fashioned, and less interesting, way to take snapshots. Such "flat" lighting as it is called is good for color photography, but it is deadening in black-and-white work. Snap your pictures with the sunlight to the side of the subject to bring out detail and create light and shadow effects which make for artistic values.

Remember that high noon is an unflattering time for snapshots of people. Direct overhead light puts hard shadows and black eyes on even the prettiest faces, unless you're at the beach or a lake where sand and water reflect the light upward. In the middle of the

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Let people look away from the camera.

(r.) Hold camera steady against brow.

(l.) Cherished record for later years.

A covered bridge offers an interesting contrast in light and shadow.

morning or middle of afternoon you'll get pictures you like better.

If you are really serious about getting a good picture record of your vacation trip from the time you leave home until you return, it's a good idea to plan your picture-taking ahead of time. To shoot the most interesting pictures en route you might check guide books and the scenic tourist maps put out by the oil companies which list interesting places to be seen while touring. You might like to take side trips also.

Above all, in your vacation photography, get away from the "picture postcard" complex. That is—never take snaps of buildings, monuments and statues or just plain scenery unless some member of your group is included. This is called "human interest" and is the reason why an ordinary scenic snapshot, such as one of the Grand Canyon, is only mildly interesting to your friends back home but becomes very interesting if Sister Sue and Brother Bill are shown standing on the rim with their mother. Who cares about a snapshot of the Statue of Liberty by itself? Everyone has seen pictures of the statue hundreds of times. But if you snap your picture with a couple of members of your family gaping up at the colossus—then you've got an interesting picture—especially if they have their mouths open!

Also—never pose your friends and family members in front of your camera. Have them doing something. It's silly to make people stand helplessly and foolishly, grinning self-consciously into your camera. How much more interesting to show them feeding the bears in the national parks, buying hotdogs at the beach refreshment stand, unloading the luggage from the rear of the car or any of the thousand and one things a vacation entails.

If you want to get your vacation snapshots out of the realm of the ordinary and commonplace, pay a little attention to composition. Knowing composition makes for most of the difference between the amateur photographer and the professional.

It means arranging the elements in your photograph to give the viewer a pleasing effect. In most instances try to take the snapshot at a vantage point which, because of framing, lines or curves, gives the shot the effect of forming a design.

An elemental aspect of good design is the framing of your photograph with a tree, an archway, or side of a building. One side of the picture could be "framed" in this fashion, or the top and the side.

Another way to insure good composition is to show lines or curves in the foreground leading toward the main object of interest. This could be a winding country road or stone fence, for example, leading toward an old barn or farmhouse. If you then have son and daughter, or perhaps your son with the family dog, tramping down the road toward the farmhouse—you'll have a picture which you'll want framed for the living room back home!

One thing more. Don't be afraid to take plenty of pictures. The cost of the film, developing and printing is infinitesimal compared to the fun you'll get in the years ahead, reliving the vacation pleasures of your past holidays.

Ruth E. Pike

Designs for Recreation Building

A Recreation Contest conducted in School of Architecture

• A progressive city (40,000 population)* in the central part of the state is in need of a recreation building.

The City Planning Commission includes in its schedule for civic improvements a comprehensive re-development program, new housing, additional shopping, and commercial facilities (including offstreet parking), recreation and other important elements, one of which is the recreation center. The purpose of this center is to develop a good healthy community spirit by providing a meeting place for the men, women, and children. . . . It will be a place where the people can get acquainted and where they can pursue hobbies and cultural desires.

Thus read the 1952 announcement of the John W. Maloney Competition for third year design students in the department of architectural engineering at Washington State College.

The problem of the competition was to design a recreation center on a city block, 250 by 400 feet, with major streets forming the long boundary and secondary streets at each end, in a re-development project partially subsidized by community and state. Existing buildings were in poor condition and all structures were to be removed. The problem was a regular class exercise and took the students about four and one-half weeks to complete. Plans winning first place are reproduced on opposite page.

John W. Maloney, a Seattle and Yakima architect who has been the designer of a number of the Washington State College buildings, has been sponsoring such competitions among students in the department of architectural engineering at the college for a number of years. Several such competitions are held each year, each one in a different class. Mr. Maloney does not select the problems, but contributes the money for the awards. The faculty decides on the problems after receiving suggestions from students.

According to Stanley A. Smith, chairman of the department of architectural engineering, and Thorkel A. Haaland, instructor in the third year design class which tackled the problem, the recreation center was selected in order to acquaint people with the needs for recreation buildings as well as to emphasize to the student architect his responsibility in filling that need to the best of his ability.

Specifications—The requirements for the building, from which each student worked, were as follows:

First Floor

Public entrance and stair hall.

Offices for director and secretary with small storage area and record room.

Lounge divided into areas for reading, quiet games, and conversation (approximately 800 square feet).

Gymnasium, small kitchen and observation area adjacent.

Swimming pool accommodating six lanes, adequate circulation around pool.

Lockers, showers and dressing rooms for boys and girls, to serve swimming pool and gymnasium jointly (approximately 350 square feet).

Control and supervision office for athletic instructor, centrally located to gymnasium and pool (approximately 100 square feet) with supply room for equipment adjacent.

Four game rooms for ping pong, checkers, and so on.

Two four-wall handball courts.

Crafts and hobby shop with lockers for supplies and tools (approximately 400 square feet) with adjacent storeroom.

Sun decks for men and women.

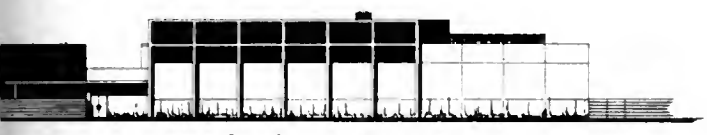
Necessary toilet rooms, closets, and so on.

The specifications also stated that if the designer wished

* Students were told that the recreation building was to be suitable for a city about the size of Yakima, Washington. According to the latest census, Yakima has a population of about 40,000.

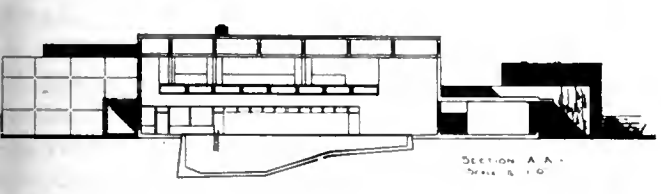
MRS. RUTH E. PIKE *is recreation specialist in the Washington State Parks and Recreation Commission, Seattle.*

SOUTHWEST PERSPECTIVE
SCALE - 1/8" - 1'-0"

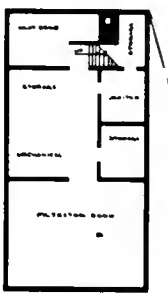


EAST ELEVATION
SCALE 1/8" - 1'-0"

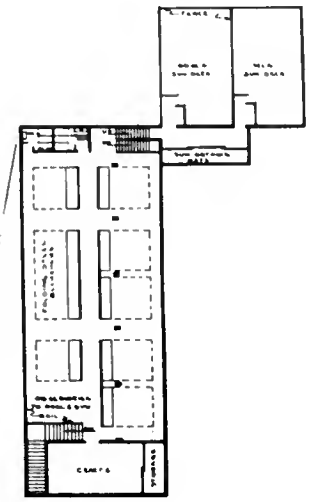
NORTH ELEVATION
SCALE 1/8" - 1'-0"



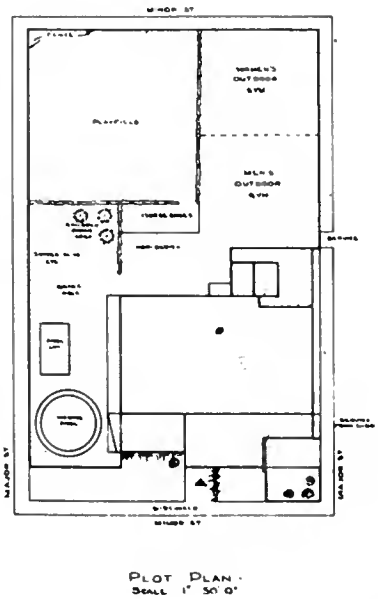
SECTION A-A
SCALE 1/8" - 1'-0"



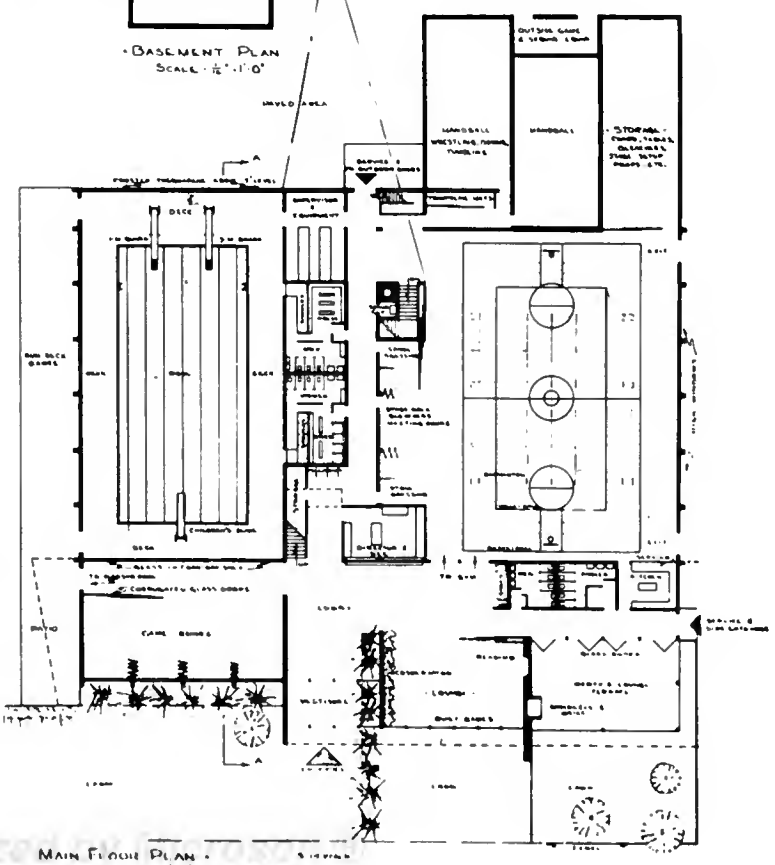
BASEMENT PLAN
SCALE - 1/8" - 1'-0"



SECOND FLOOR PLAN
SCALE - 1/8" - 1'-0"



PLOT PLAN
SCALE 1" = 50'-0"



MAIN FLOOR PLAN
SCALE - 1/8" - 1'-0"

ECREATION

ENTRE

irst Place: Cyrus Clark

ohn w. maloney competition

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he could include some of the above elements on a second floor.

Basement

Heat plant and mechanical equipment space.
Janitors' quarters.
Storage space.

Out-of-doors

Out-door gymnasium for men.
Out-door gymnasium for women.
Out-door playground for children.
Children's wading pool and sand courts.
Athletic field.

Fixed dimensions for activity areas were kept at a minimum in the specifications to permit freedom in planning and study of the importance of the different elements, but students were told to keep in mind that out-door playground space was important; therefore, building area on the spot should be kept at a minimum.

The department of architectural engineering also requested consultation services from the chairman of the department of physical education for men, in the School of Physical Education and Athletics, to get his point of view regarding features that would serve the need best. A graduate student in the department also assisted in the consultation.

Students Formulated Own Plan—Each student was encouraged to formulate his own plan, based on consultation and on the results of his own research into what would be the most satisfactory solution. Within reason, each one was free to select his own materials, keeping in mind that lower cost durable materials were probably the most practical for a public building of this kind; for example, ceramics tile, asbestos type materials, and so on would be good. Construction was to be in keeping with open planning, using open glass areas, steel trusses, laminated timber arches, and the like.

The specifications required the following of each student in presenting his solution:

Problem presented on a 30 by 40 inch illustrating board in any medium desired.

Perspective view.

Two elevations not shown in perspective at 1/8″ = 1′—0″.

Floor plans at 1/16″ = 1′—0″.

Section at 1/16″ = 1′—0″.

Plot plan at 1″ = 50′.

Basis of Judging Plans—The twenty-one plans submitted were judged on *(1)* the best solution to the problem; *(2)* relationship of areas for the most functional use; *(3)* aesthetic qualities of elevations and buildings as a whole; and *(4)* presentation, both pictorial delineation and draftsmanship. After the awards were made, the entries were studied and criticized by the class and the faculty.

Winners—First place winner of the competition was Cyrus Clark, Kilmarnock, Virginia, who received an award of $75. Grant F. Groesbeck, Provo, Utah, and Harlow E. Walla, Vancouver, Washington, tied for second place, and split the awards for second and third place to receive $42.50 each. W. Robert Sinclair, Opportunity, Washington, received $25 and fourth place, and Kiyue Richard Kishi, Stevenston, British Columbia, was in fifth place and received $15. Earl Muir, Pullman, Washington and Verne Chone, Boise, Idaho, received honorable mention.

The Lament of a Playground Director

Mabel Reed Davis

It's really astounding
The pep unabounding
That fills the whole playground galore.
The kiddies are bouncing
The teeters are trouncing
And yet they come back for some more.

Now here are the swingers
The all-around slingers
That never give up and say die.
When rainy or foggy
They swing till they're groggy
And stagger out saying goodbye.

The slides have their faddists
I may call 'em saddists
Because of their "devil-may-care"!
The acrobats worstest,
That slide down head firstest,
Are really my greatest dispair!

Now just think of skating
A sport with high rating
All action and never a lull.
These skaters try flying,
Ground contact defying,
They're *Jets*—bombers being too dull.

The sand-box seems quiet . . .
You're wrong . . . It's a riot,
The babies are having their fling.
They eat sand and shovels;
They blow gritty bubbles;
And sand in the eye is the thing!

Equipment is joyful
It's girlful and boyful
A playground of fun every day.
They go through their paces
With bright happy faces,
When they use everything the *wrong* way . . . !!

MRS. DAVIS *is a playground director, Department of Parks, New York City.*

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An example of one of many kinds of vandalism in New York City parks. One year's total in destruction of park and playground property amounted to $204,361.

OUR OUTLANDISH OUTDOOR BEHAVIOR

Stanley Sprecher

"OH, MY ACHING BACK!" exclaimed the park attendant as another bus full of "school kids" rolled into the campground. His unspoken wish was that some practical instruction in proper campground use had been theirs before they left Saukville Center. If the classes of '53 on their Senior-Sneak had been exposed to effective training in outdoor etiquette, their visits to our parks would be less of a displeasure to nature lovers and to those responsible for the care of our public pleasuring grounds.

Yet, each summer sees an annual visitation to our parks and playgrounds by adults and adolescents, many oblivious of and indifferent to their responsibilities in exercising even common sense care of the areas set aside for their enjoyment. Like a plague of locusts, these careless visitors not only litter and trample, but worse still—sometimes deliberately destroy and deface those very natural features to which they journey, to see and to enjoy.

It seems a peculiarly American illusion that doing damage should be, to some, synonomous with having fun. As former National Parks Director Newton Drury once put it, there are "an extraordinarily large array of those unhappy souls, who, when face to face with grandeur, respond only to the urge to mutilate or destroy."

When many parents, teachers and other leaders conduct themselves no better than do their erstwhile charges, small wonder that a display of poor outdoor manners has become almost characteristic of American youth. Each summer throughout our great out-of-doors is left a trail of trampled flowers, littered lawns and campsites, broken and painted rock formations, trash-dammed springs and pools, initial-scarred trees and signs, mutilated camp facilities—all attesting to a lack of responsible democracy.

Vandalism, be it some slight act of thoughtlessness, or an act of wanton destruction is a reflection on our stewardship as citizens. Much damage is averted through the surveillance of park police, rangers, and wardens; more effective, and in the long run more economical, is the control achieved through self-regulation. Effective education of the potential offender rather than punishment of the vandal makes for the best long range control. Such education must have its roots in the home as well as in the school and other community groups.

It may flatter a parent when Junior emulates him, and this pride is justified when children have learned by example to "police up" after the picnic without being asked to do so. But if the children do as Daddy does and throw trash from the car window, another little "litter bug" is in the making. The parent who pauses to pick up papers strewn about the park sites is teaching a far different lesson from that taught by the family leaving a roadside table littered with watermelon rinds. The personal habits of the nation are such that it has been suggested that cleansing tissue could well be our national flower, because it is found blooming along practically every highway—even underground in such tourist-frequented spots as Mammoth Cave and Carlsbad Caverns.

Careless habits like those of throwing paper to the wind are not as serious as are the vandalistic acts of defacing petroglyphs, souvenir swiping—be it of roadsigns or petrified wood—and the painting of Indian writings or the leaving of lipstick marks upon historic shrines. Often it seems that the more firmly fixed and the more inaccessible the object, the greater the challenge to the vacation vandal.

Some effort to furnish harmless outlets to those who have strong desires to destroy has been made in the establishment of "rumpus ranges" in the Michigan parks; other areas have provided "whittling blocks" on which the penknife vandal can give vent to his urge to carve and initial. Perhaps a Scout award for improved outdoor behavior might be better; it would serve

MR. SPRECHER *is an instructor and course writer at the F. E. Warren Air Force Base Supply School, Wyoming.*

to mitigate the growing dislike on part of park people for the visits of organizations and other groups of energetic but thoughtless adolescents. Their tendencies to break into small rival teams intent upon mischief makes their control particularly difficult in park areas. When their leaders can make them understand the "why" for not picking flowers and why the trapping and stoning of squirrels is taboo, the boys are more likely to cooperate—and even help restrain others of their group from doing damage.

Some improvement has been noted in the outdoor manners of Americans in the last few years—though the hordes of hunters each autumn still too often practice a wanton disregard for either private or public property. Yet clean-up campaigns such as the effective "Don't Be A Litterbug" drive, are helping to focus public attention on the problem of curbing the careless vandal—just as the "Smoky Bear" posters and stickers have helped in reminding a thoughtless public of its individual responsibility in preventing forest fires. Thanks to a persistent well directed program, most Americans have become more conscious of their duty in helping prevent fires, just as nations such as Switzerland have developed public manners to the extent that very few parks and public areas there will be found littered. Yet, progress in stimulating better outdoor manners on the part of many Americans may seem painfully slow to the park attendant so close to the problem on his Monday morning-after cleanup of roadsides and campsites strewn with shiny beer cans and Sunday comic pages.

In a little Texas store on the Mexican border one may yet see an occasional sign reading "Favor-No-Escupir En-el-piso." It is to serve as instruction to the wetbacks (native Mexicans wading the Rio Grande) that they are not to spit on the floor. In most sections of our country such signs would be considered highly unnecessary; yet in the 19th century, spitting was one of the most prevalent and objectional habits noted by visitors from abroad. Today, it "just isn't done," as social pressure does not tolerate such conduct. Perhaps in the coming years we will have progressed to the point where we will look back on present day disregard for public property in our parks in the same light as we now look on the unsanitary expectorating of our forefathers.

The day when our outdoor manners match the behavior we expect of people indoors will be hastened if our nature-loving Americans will encourage, by example, all to help "Keep America Beautiful," whether on a Sunday afternoon picnic or while enjoying a month's camping trip in a national park—or only when tempted to take that short cut across the library lawn. As a bit of doggerel used on some park bulletins puts it:

Let No One Say And Say To Your Shame
That All Was Beauty Here Until You Came!

OUTBOARDS—by the millions

Nathan L. Mallison

My first recollection of an outboard motor was on the Erie Canal when I was a boy of eleven. I saw a church deacon trying to get one started and then listened to his opinion of it when it failed to percolate. Considerable progress has been registered since the days when man exhausted himself getting one of those cantankerous contraptions running. My little put-put may stay in the garage several months without use; yet when I hang it on the stern of my craft, it rarely takes over two pulls on the starter cord to set it purring in beautiful rhythm.

Out in the South Pacific, it was not uncommon to see two-hundred-foot sectional barges pushed by the Paul Bunyan of all outboards, with a prop as big as a tug boat. A friend of mine has a half horsepower job that doesn't weigh any more than a pair of ash oars. Standard models enjoying a large sale run from 1½ to 25 horsepower. Larger ones are available.

The outboard makes a good auxiliary power unit on a sleek sailing yacht. Small sailing craft, going to and from races find it advantageous to hook up a string of class boats with an outboard on the leader.

Several years ago on Lake Poinsett I noticed a houseboat moving along at a fair clip. It had three outboards on the fantail which carried a drop rack at just the right height to immerse up to five outboards.

Recently, a father, wanting to give his children a little adventure a la Mark Twain, built a raft of oil drums with conical ends welded on them. On this raft he pitched a tent and at the stern placed a reliable outboard with controls forward. After a number of days he docked at New Orleans with a thousand miles of "Old Man River" behind him and many years ahead as the greatest dad in the world to his own children who shared the great adventure.

The more than three million outboards manufactured since the second world war have been responsible for democracy afloat. Back yards have become anchorages with a light, speedy hull on a trailer, ready to be towed to interesting waterways within a two hundred mile radius any weekend. Many a water lover with neither the social standing or the cash to sport a yacht club burgee, can fly the pennant of the OBC (Outboard Boating Club of America) and join with hundreds of others using the waterways for recreation.

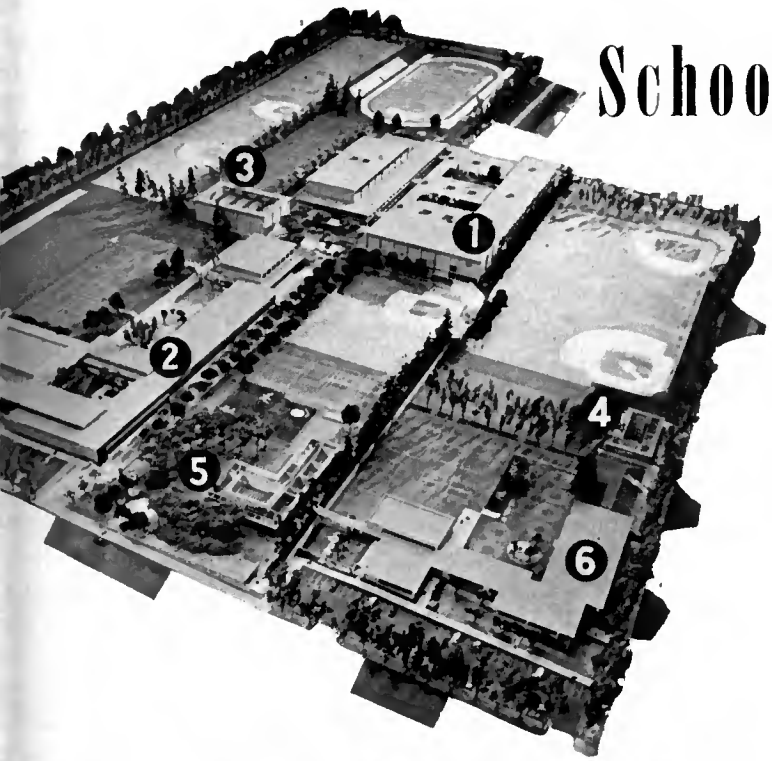
Water trails are nature's highways in the unspoiled out-of-doors. Most of the people found on them enjoy themselves, are courteous to others afloat and considerate of the fisherman on the shore. There are no stop lights, no traffic to be held up if you want to glide along at six miles an hour, no horns blowing if you stop to fish or take a picture.

For the more adventurous and daring there are outboard racing, aquaplaning, water skiing and tow gliding.

School-City Cooperation

In the Planning of Recreation Areas and Facilities. PART III

George Butler



Model of Sunset Community Center with 10 square blocks (43 acres) integrated into one site. There are provisions for off-street parking and tree planting for windbreaks. Sloping site is arranged in three level areas. Many facilities will be jointly used, affording economical full-time use of all land. Building areas are: 1, Senior High School; 2, Junior High School; 3, Swimming Pool; 4, Public Health; 5, Recreation Building and 6, Elementary School.

San Francisco, California

The Sunset Community Center, a joint undertaking of the board of education, the recreation department and the health department, has been characterized as the realization of "the American dream of a community center serving the needs of all age levels." This project is being developed on a forty-three-acre site according to a cooperative plan that has been evolved by municipal and school authorities under the sponsorship of the department of city planning, with the strong support of the city's art commission and the guidance of a group of coordinating architects.

The buildings planned for the ten-block center include a junior high school, an elementary school, a senior high school, a recreation building with assembly hall, game rooms and showers, and a health clinic. Outdoor facilities include a playground, paved areas for games, fields for sports and a stadium. The facilities in the recreation building will be used by the elementary school; the playfields will be available for students, teen-agers, and community groups; and adult programs as well as school activities will be carried on in the auditoriums, gymnasiums and cafeterias.

Several advantages were evident in the proposal for a unified community center, encompassing a number of existing city blocks. They are indicated as follows by Paul Opperman, director of planning.*

1. Closing of the traversing streets would add substantially to the land area of the site, without extra cost.

2. Street closures would increase pedestrian safety for those going from one building to another within the unified site.

3. Through-traffic would avoid the streets closed off, so that their value as quiet residential streets would be enhanced.

4. Combined use could be made of some facilities if grouped together, thus eliminating unnecessary duplication. Athletic facilities, swimming pool, playfields, all of the school, and landscaped open spaces would serve the recreation center as well. School auditoriums and cafeterias could be used in conjunction with events held in the recreation center.

5. The grouping of facilities would make the area a focal point for all community recreation, social, cultural, and civic activities.

6. A public improvement of distinctive character and greater beauty could be achieved at less cost than if undertaken singly.

Nearly one-quarter of the forty-three-acre site will be controlled by the recreation and park department, less than one-half an acre by the health department, and the balance by the school district. Grading, parking and other improvement costs are shared among the three departments in proportion to the allocated area. In the development of the basic site plan careful consideration was given to the relationships of buildings and recreation areas with reference to the needs of the respective groups. The stadium, for example, has been located for proximity to the future high school gymnasiums and the swimming pool between the junior and senior high school so both student groups may be served. The recreation building,

MR. BUTLER *is director, Research Department, National Recreation Ass'n.*

* In the article "San Francisco's Sunset Community Center," *The American City*, June 1952.

which is at a focal point in the total scheme, is connected to the public swimming pool by a terrace.

According to Dr. N. L. Engelhardt, Sr., educational consultant, "Few communities in America have as significant and comprehensive a community center as this. The vision came first, the organization for action was set into motion, the cooperation of many professional people is making the vision a reality."

Glencoe, Glenview, and Wilmette, Illinois

These three suburban communities in the Chicago region afford illustrations of effective cooperation between school and park authorities.

In 1935 the park board and the school board in Glencoe agreed that the park district should have complete charge of the property surrounding schools and that the boards should jointly plan for the development and maintenance of facilities for parks, education and recreation. It was further decided that the new school buildings then being planned would be so designed as to provide for community activities at such times as not needed for education. Under this plan, the school board provides all indoor recreation facilities and the park board provides all outdoor facilities at the same locations. The pooling of resources, the sharing of facilities and the development of a comprehensive long-term plan based on educational and recreational requirements were recognized as an efficient, economical and intelligent way of doing business. Glencoe reports that this cooperation and coordination have provided the community with better facilities at a lower cost and with more efficient operation than was initially contemplated.

An interesting legal working agreement, designed to benefit both the park and the school districts and to reduce maintenance costs, has been reached between the Glenview Park District and the Community Consolidated School District #34. The agreement, which is binding for a period of twenty-five years, provides that the school board shall turn over its school ground property (located on three new school sites) to the Glenview Park District to equip, construct, maintain, landscape and operate for joint school and park district recreational purposes. According to the lease the cost for development of these new school sites will be paid by the park district. In addition to the joint use of the grounds, the buildings will be offered to the park district, when not serving school purposes, free of charge for community recreational purposes.

At the close of the twenty-five year period the school board agrees to renew the lease for a second twenty-five year period should the park district desire to exercise this option. In other words the school board has committed its grounds for recreational purposes for the next fifty years. However, the park district is only held for its share of the lease for the next twenty-five years.

The "ideal—and highly practical" plan of providing park areas contiguous to school grounds is admirably illustrated at several Wilmette schools, according to a General Plan Study prepared by the local planning board. It states: "Experience has shown that cooperation and joint responsibility of the school board and the park board for developing and maintaining recreational property results in better facilities for both recreational and school needs, and at a much lower cost than required to finance separated parks and playgrounds."

Detroit, Michigan

Detroit's Cannon Memorial Recreation Center is the result of joint planning and financing by the department of parks and recreation and the board of education. It has been designed for maximum use as a recreation center for the entire community. The idea for this building came about because an elementary school needed a gymnasium and the parks and recreation department needed a gymnasium and auditorium and certain additional facilities in the same neighborhood. In considering how the two departments could share expense, save the taxpayers money and secure a more adequate center it was discovered: (1) The Finney School required only a small gymnasium and an auditorium, but i could get along without other extras (2) The board of education had onl about $200,000 to spend. (3) Th parks people needed a large gymna sium. (4) The board, which receive part of its funds from the state, wa bound by a state law prohibiting th use of school money for constructio on land not owned by the school sys tem. (5) The parks department owne all the land adjacent to the school an was reluctant to sell because no othe property suitable for a community center was available. (6) The prob lem of properly apportioning mainte nance and repair costs in such a join project was regarded as knotty, if no insoluble.

After many conferences it was dis covered that the state law could b circumvented. The parks department could build the recreation center, give the school system a fifty-year lease or portions of the building, and collect a $195,000 rental from the school board. The rental could be paid in a lump sum and applied to the cost of construction. Practically, the rental would give the school system part ownership of a gymnasium, an auditorium and a lunch room.

With the legal problem out of the way, the two departments were able to resolve their other differences. It was agreed that the gymnasium should be built to parks department specifications. During school hours the Finney School would use the center's gymnasium, auditorium and lunch room. The parks department would pay approximately $600,000 covering its share of the cost of the three jointly-used facilities and the complete cost of play rooms, exercise rooms, lockers and shower rooms, offices and crafts equipment.

The new building offers the best in recreational facilities to school children of the northeast section and a program of leisure-time activities for the parents and grandparents of these children. As a result of the experience with this project the two departments have agreed that whenever the board of education plans to build a new school the parks department should be consulted. Several projects like Can-

ıon are now being considered.

Actually the success of the Cannon ɔlan already has led to similar joint ıction in the construction of convertble indoor-outdoor swimming pools ıt Miller and Pershing high schools. The parks department paid approximately $60,000 to make these pools convertible to outdoor use during the summertime.

Detroit's Cannon Memorial Recreation Center is the result of joint planning and financing by Department of Parks and Recreation and the Board of Education.

District of Columbia

A Coordinating Committee on Recreation Plans is the medium which has proved effective in securing cooperation among the recreation board, park and school authorities, and voluntary agencies in the District of Columbia.

The members of this committee include: the superintendent and assistant superintendent of the recreation department: the landscape architect for the National Capital Planning Commission: the assistant superintendent and chief of planning for the National Capital Parks Office; the associate superintendent in charge of building and grounds for the public schools; the engineer in charge of the District of Columbia repair shop: the municipal architect; the secretary of the Recreation and Group Work Section of United Community Services.

These individuals are officially designated by their respective organizations, so the committee has real standing.

Functions of this committee include the processing of all technical data relating to the acquisition, planning, development and maintenance of recreation facilities within the District of Columbia. The committee studies proposed property purchases whether for school, park, or playground purposes. Plans for new school buildings or additions to existing buildings, when those structures are located on units in the Recreation System Plan, are reviewed by the committee with particular emphasis on the inclusion of community recreation facilities within the school structure.

Agreements on use, design, and location of areas and facilities are the basis of recommendations to the respective bodies concerned. The development of the District Recreation System Plan is a continuing item in the thinking and planning of the committee.

Oakland, California

Amendment of the State School Code was essential in carrying out a cooperative project in Oakland involving the construction of a municipal swimming pool on property owned by the local board of education. At a municipal bond election in May, 1945, a bond issue for $600,000 to construct five swimming pools, one adjacent to each of the five high schools of Oakland, was approved by the voters. The Mayor's Swimming Pool Committee, appointed by the mayor with the approval of the city council to push forward the project, included representatives of the school and recreation departments and interested local agencies.

One site presented a problem because it was owned by the board of education, but the municipal bonds could be spent only for improvements to property either owned by the city or held by it under a long-term lease. This problem was solved, however, by the passage of permissive legislation making it possible for school districts to lease unused and unneeded property on long-term basis to municipalities, counties or other school districts for general public welfare uses. Under this legislation, a forty-year lease, which was the term of the swimming pool bonds, was negotiated between the Oakland School District and the Oakland High School District and the City of Oakland, represented by its board of playground directors. The lease provided that the city would erect on the property a pool and related buildings and operate them for public use, and that the board of education would have the right to use the pools during the regular school day.

A working agreement has been negotiated between the board of playground directors and the board of education covering the jurisdiction, policies, operation and maintenance of the pool. The school department is to have the use of the pool from 9:00 A.M. to 3:00 P.M. during regular school terms on school days and to furnish at its own expense swimming instructors, attendants and suits and towels, if required in connection with this use. The recreation department will bear all costs for personnel and operation of the pool when used for public recreation and has the final authority on questions of pool policy and schedules. Regular maintenance costs are carried by the recreation department, but are prorated with the school department at the end of each semester.

Los Angeles, California

Los Angeles also affords an example of cooperation in the financing of a swimming pool, only in this instance

the facility is being built on city property. The city has acquired 125 acres, half of it under water, adjoining a site on which the board of education built its Harbor Junior College. The department of recreation and parks had planned to build an outdoor swimming pool in this general area, but through a joint agreement with the board of education, arrangements have been made to build a year-round enclosed pool. The department is to build the pool, and the board of education is to pay the additional cost resulting from the construction of an enclosed pool. The city will be responsible for the maintenance of the swimming pool at all times, but the board of education will occupy it during the school term and the department of recreation and parks will use it throughout the summer months.

Muskegon, Michigan

Cooperation in Muskegon is facilitated through the joint employment of a landscape architect by the board of education and the department of parks and recreation. The landscape architect does the planning for new areas and for improvements on present properties of both the department of parks and recreation and the board of education. It is reportedly a bigger job than one man can handle, and joint employment of a draftsman to assist him is anticipated. According to Chase H. Hammond, director of the department of parks and recreation, consideration is being given to the possible feasibility of the department taking over the entire maintenance of school grounds, regardless of whether or not they are used for recreation purposes, on the assumption that every public property which has any area at all should be considered as a park and beautified and made useful accordingly.

The drawing board and files of the landscape architect are located in the office of the department of parks and recreation and he participates regularly in staff meetings of the department. He also meets frequently with the business manager of the public schools and discusses mutual problems with him and with the park and recreation director. He is under civil service, is paid from the department payroll and has pension rights as a city employee. At the end of each year the department of parks and recreation bills the board of education for half of his salary plus extras such as the use of a car and office material.

In view of the fact that the board of education is in the process of presenting a seven-million-dollar school improvement plan to the public in the spring of 1953, the director of parks and recreation is working closely with both the superintendent of schools and the business manager in making sure that the indoor and outdoor relationships are studied thoroughly. The director states: "The business manager has asked us for a written outline of the things we think important in planning these new school buildings and I believe every attempt will be made to see that they are fulfilled. He has even suggested that they take out of the general contract the landscape and building of the outdoor playfield facilities and give us that responsibility."

Dallas, Texas

The cooperative use of properties involving both the park and school systems has been common procedure in Dallas for many years. The arrangement is a rather informal one based on mutual understanding. However, as early as 1930 the park board and the board of education passed a resolution authorizing the erection, operation and maintenance by the park board on school properties of wading pools, tennis courts and other facilities for joint use by the schools and by children attending the public parks.

In many instances the park board and the school board have acquired adjoining sites and in recent years all such properties adjoin each other without separation by public streets or roadways. The lands are owned separately. The park board, in the development of its properties, provides equipment and apparatus for general community use, but coordinates it with the school's playground program.

In Conclusion

The preceding examples of cooperative action on the part of school and city authorities in the acquisition, development and operation of indoor and outdoor facilities designed for both school and community use illustrate that where there is a will a way can be found to achieve the desired results. They reveal a variety of procedural patterns, forms of agreement and division of responsibility and costs. They make it clear that school recreation and park authorities in metropolitan cities and small communities, recognizing the need for joint planning and its resulting values, are pooling their resources in the interest of economy and effective recreation service.

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SAFETY IN CAMPING SKILLS

Catherine T. Hammett

"BE CAREFUL, or you'll upset the cocoa pot!" "Watch out how you handle that axe!" "Why didn't someone tighten the tent ropes?"

These are all too familiar quotes from counselors in camps. But the most common is, "Wouldn't you think he'd *know* better!" And a commonly correct answer would be: "*Why* should he know better? Who has helped him?"

Too often in the realm of camping skills or campcraft, campers are expected to absorb a degree of know-how and skill from just being outdoors. Even when it comes to safety, there are errors of omission. Thus counselors always seem able to recognize the value of progressive steps in instruction and testing in waterfront activities, but not as often do we find them making the same plans for safeguarding youngsters in equally hazardous activities involving tools or fires. For some reason there are those who feel that it is most unwise for a youngster to venture into deep water until he has proved that he can take care of himself, yet have no qualms about letting novices head off on overnight hikes without proper progressive instruction and testing in the many skills that will assure a happy and safe experience.

Program areas usually known as "campcraft" or "woodcraft" have many safety facets; such skills as toolcraft, outdoor cooking, fire building, and cross-country going form a large part of this field of activity. These are undertaken by practically all campers under the direction of tent, general, or specialized counselors. Obviously, in campcraft as in waterfront activities or archery, there is need for a sound plan of instruction, for practice and testing in skills, with due emphasis on safety and good progression.

Many camps follow such a plan; in many there are definite requirements to be met before certain out-of-camp trips may be undertaken. Such progressive steps serve as a check list for increasing skill and knowledge and stimulate campers to expand their camping fun. At the same time they highlight the safety factors that are necessary to good use of skills; for example, safety in using tools, safety in building fires, safety in handling food. When camps reach the point of requiring definite knowledge, skill, and experience before a youngster undertakes a new camping venture, camp-craft will reach the same peak as have waterfront activities.

General Considerations

The following is an outline of important points to be considered in connection with any campcraft program where progression and safety are desired.

1. *Activities:* demonstrations of accepted methods of using tools and equipment; opportunity for individuals to practice under supervision of a qualified counselor; discussion of safety factors and reasons for them; group formulation of regulations for care and use of equipment and for progressive steps in testing ability of campers and in undertaking new experiences; emphasis on habits and attitudes that may carry over into behavior and activity after the camp season.

2. *Leadership:* supervision that is adequate for the particular age group involved, not only technically qualified in the areas of activity but also aware of the safety factors and the potentials in adventure and fun.

3. *Size of group:* small enough to allow good participation by each camper; smaller for younger children to permit adequate supervision; in general, limited so as not to tax the facilities at hand. (A basic ratio of one counselor for each five to ten campers is suggested. However, this ratio will vary with different activities.)

4. *Facilities:* planned and established with a view to safety as well as good use; areas large enough to allow groups to carry on their activity as required.

5. *Equipment:* in good condition at all times, with facilities for keeping equipment in good condition; enough to permit good participation of group and suitable for use by the age group concerned.

6. *Health and safety:* discussions with campers on health and safety points; checks on physical fitness; practice of safe procedures in all activities.

Living in Camp

The first few days in camp should be utilized to acquaint the campers with their surroundings and to instruct them in the use and care of ev-

MISS CATHERINE HAMMETT *is president of the American Camping Association.*

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eryday facilities and equipment. Thus, learning to "live" with canvas and how to handle guy ropes, cabin shutters, or canvas curtains may be included in orientation. "Campkeeping" chores may present problems in learning to use equipment, but systematic instruction will help prevent unhappy occurrences.

From another point of view, there should be early instruction regarding camp experience with accidents or illness. Learning to recognize poison ivy and being informed about spiders, snakes, and skunks may make for security in the newness of camp and serve to prevent accidents or illness. What to do in case of a cut and other first-aid matters may well be covered in early discussion.

Outdoor Cooking

Progression should be applied to cooking activities so that campers will gradually become proficient in handling themselves around the outdoor kitchen and fire. Planning for outdoor food should include discussion of balanced meals and avoidance of food that may spoil easily; packing to ensure efficient carrying and safe arrival at the cookout spot, and proper storage at the hike site. A good cookout will depend, finally, on safe and adequate fireplaces and supervision of individual cooking to be sure that the campers get good meals. Cleaning up should be done by the campers and the staff and should include such good practices as burning or burial of refuse and sterilization of milk cans.

Fire Building

Given a good fireplace, there is still need to control fire, to keep kettles from spilling over, to brace big frying pans, to make adequate cranes, and so forth. Fireplaces should be set up so as to make it easy for a group to gather around for individual cooking. Woodpiles should be stacked for handy use but in such a way as to prevent tripping over loose branches. And, of course, there should be places for necessary tools such as a chopping-block for axes. Progression in the use of these tools is desirable; for example, progression from small axes to heavier axes. Often in camp there is a fire area where a large space has been cleared for practice; sometimes demonstration fires are shown here. It is important to emphasize at this time the danger in campfires that send showers of sparks into pine trees.

Toolcraft

This includes use and care of knives, axes, saws, hammers, and other tools. For most campers the first step is with jackknives. Instruction and practice should stress how to handle, clean, sharpen, and keep tools in good condition, for example, how to replace a loose head on an axe handle. Progressive steps in use should lead from shaping sticks and shavings to whittling and woodcarving, with increased skill in caring for the knife. When beginners are involved, small groups are better for instruction in the development of good habits and skills.

Facilities and equipment for sharpening, preventive maintenance, safe use, and proper storage of tools should be on hand in living units for constant use. Conservation is important in the use of tools.

In making large objects or structures, there is the opportunity to develop principles of good organization and teamwork that will result in good, sturdy products, safe for camp use.

Cross-Country Going

Traveling in the unknown, by trails, on treasure hunts, with maps or compass, is a fascinating activity that calls for preparedness in terms of skill, endurance, and mental outlook. In a sense, this activity is a culmination of previous instruction, for it may entail every important camping skill, particularly in the event of a camper becoming separated from his group. The latter possibility, of course, is extremely remote if instruction has been progressive and thorough, with due consideration for safety. But interestingly enough, the camper who has received such instruction is well prepared in the event that he does find himself alone with nature.

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CAMP GAMES*

Siamese Centipede Six people, "centipedes," form a team and get astride a ten-foot pole, three facing forward and three backward. At the signal, each centipede races to a goal and, without turning around, returns to the starting line. The first team to return without mishaps is the winner.

I Know This is similar to "I like coffee, but I don't like tea," where the trick is to avoid words with a "t" in them. In this game, no word with the letter "i" in it is correct. The leader agrees to let the group join the I Know Club if they know the right thing. He starts by saying to one of them, "I know football. What do you know?" If that persons answers, "I know baseball," he is allowed to join, but if he says hopefully, "I know tennis," then he is not permitted to join, because the word "tennis" is spelled with an "i."

Number 1 Man While walking or hiking, the group goes in single file. The camper at the head of the line is asked to identify some object, such as a tree, shrub, flower, bird, or animal track. If he does so correctly, he retains his place; if he misses, he goes to the end of the line. The person who stays at the head the longest wins the game.

Hand Game A player holds two bone or wooden cylinders, one plain and one marked, one in each hand. The other side guesses which hand holds the unmarked cylinder. A count of wrong and right guesses is kept by means of sticks. The game is often played to the accompaniment of songs or incantations.

* From *The Camp Program Book* by Catherine T. Hammett and Virginia Musselman. Available from National Recreation Association. $5.00.

HOW MUCH MONEY SHOULD BE SPENT ON COMMUNITY RECREATION?

Charles E. Doell

NOBODY WORKS all of the time. Everybody plays some of the time. Everybody, in all ages, has played some of the time. A lot of that play, grouped with all sorts of leisure time pursuits, is now called "recreation." By no means all, but nonetheless a considerable part, of recreation is carried on as a community enterprise. The responsibility for the conduct of community recreation is usually divided between government agencies and voluntary group agencies.

How much money should be spent separately and collectively by these agencies is a speculative question concerning which responsible professional organizations are reluctant to advise. In the expectation that specific suggestions by individuals may provoke others to announce other opinions and so gradually assemble accepted guides, some specifics are ventured in this article.

Acceptance and Growth of Community Responsibility

There was a time in human history when very little in the way of recreation was done in common as a community enterprise, but there probably has never been a time, so long as people associated with each other, when some provisions for group recreation have not been available to rather large gatherings by the grace of powerful and wealthy individuals. Often, the public was permitted to participate.

Public responsibility for certain phases of recreation was assumed when government by the people became established in the latter part of the eighteenth century. In general, it was then that the first publicly-owned parks were established. The basis for them was recreation in several of its presently recognized aspects: a locale for certain games, a contrast of nature as against the crowded city, beauty of environment, sites for music, drama and other cultural entertainment, opportunity for eating out-of-doors. Justification for them was often based on the demonstrated fact that their establishment enhanced property values so much that the cost was no public burden—a theory that is still sound.

The number and character of such recreation facilities and the varied character of recreation as now promoted by governmental and voluntary agencies have expanded to include a great many of the human activities which are resorted to in an ever-expanding amount of leisure time. The expanding process is still going on and is distinctly measurable, even over the short period of a decade.

In the republics of today, such expansion is not possible except by the will of the people. It can therefore be assumed that the amount and kind of recreation that a community should provide is not a static measurement of dollars per capita or percentage of productive wealth, but is an ever-changing amount in a progressive and dynamic society. However, from the experience of many communities and the expressed desires of many organized segments of many urban centers, some very general guides applicable to the present day may be obtained. It should be emphasized that these guides are not standards that are to be accepted by, or applied to, all localities, large and small, in all quarters of the continent, because each community retains the prerogative of rejecting even what may be good for it or embracing that which others think is bad for it. For some, these guides may be goals to be hoped for and worked for. Others may push beyond. In my opinion, they are reasonable objectives.

MR. DOELL *is the superintendent of parks in Minneapolis.*

Some Special Suggested Norms

In various nationally distributed booklets, certain guides for amount, character, and distribution of recreation facilities and services for cities are given. Topography and other physical aspects, as well as the sociological composition of cities, may cause considerable deviation in the application of these guides. A few cities of over a million or thereabouts may justify such unusual features as planetaria, stadia, and large museums of one sort or another which are not required in smaller cities. Only professionally-conducted surveys will reveal all the justifiable deviations. But the broad averages therein expressed define, in general terms, a community of good recreation opportunities.

The per capita cost of maintaining, operating, and otherwise conducting systems of park and recreation servic supported by government (together with such services a are included in recreation by the U. S. Bureau of the Cen sus) should be $6.00. No capital expenditures for perma nent improvements are included in this figure. Large ci ies—a million or more—may require more, and small ci ies under 100,000 may do well with some less. Note tha in general the larger the city, the larger the per capita cos

No norms of equipment and service for voluntary agen cies are here expressed. Their quantity and character de pend upon specialized needs and specialized support by e pecially interested people. They also do a specialized jo For example, the government agency service may be liken ed to a buckshot coverage compared to the rifle coverage o the voluntary agency. The latter cost per attendant a recreation gatherings is bound to be more than that of th government agency by reason of its very nature. Howeve a community ought to voluntarily raise $1.50 to $2.00 pe capita of population served for voluntary agency recre tion work. In Red Feather organizations, this may repre sent thirty per cent to forty per cent of the total amoun publicly raised for welfare and recreation purposes.

Referring back to government agencies and especiall to their costs, it should be recognized that few cities of th country will provide exactly the facilities and services se forth in national standards (e.g. those of the NRA) Some further measure of justifiable expenditures is re quired. The average cost per attendant at organized an promoted recreation functions plus those gathered a beaches, picnic grounds, and other free-time use areas, a which estimates of crowds can reasonably be made, bu excluding the individual casual visitor and the motori on parkways, ought to approximate twenty cents.

The cost per attendant at only activities promoted an conducted by the government agency ought to averag about ten cents (may vary from zero to fifty cents).

The similar cost per attendant for voluntary agencie approximates fifty cents (some special work to $1.00). I is assumed here that the voluntary agency is not conduc ing a community recreation program but a specialize program for specialized groups on a personal basis. Othe wise, its per capita cost should be comparable to that o the government agency.

If there are ways of estimating the total attendance a all parks and other government-owned and operated rec reation facilities, our present meager information indi cates that the total annual attendance ought to approx mate fifty times the population for a properly functionin system. If the cost per capita is $5.00 per annum, the cos per attendant then becomes ten cents.

* * * * *

How Much Should a Community Pay for Community Recreation?

As much as its citizens are willing to spend—and thi depends upon how well informed they may be as to it values and how well satisfied they are with the amoun and quality they have already purchased in competitio with other values in the community budget.

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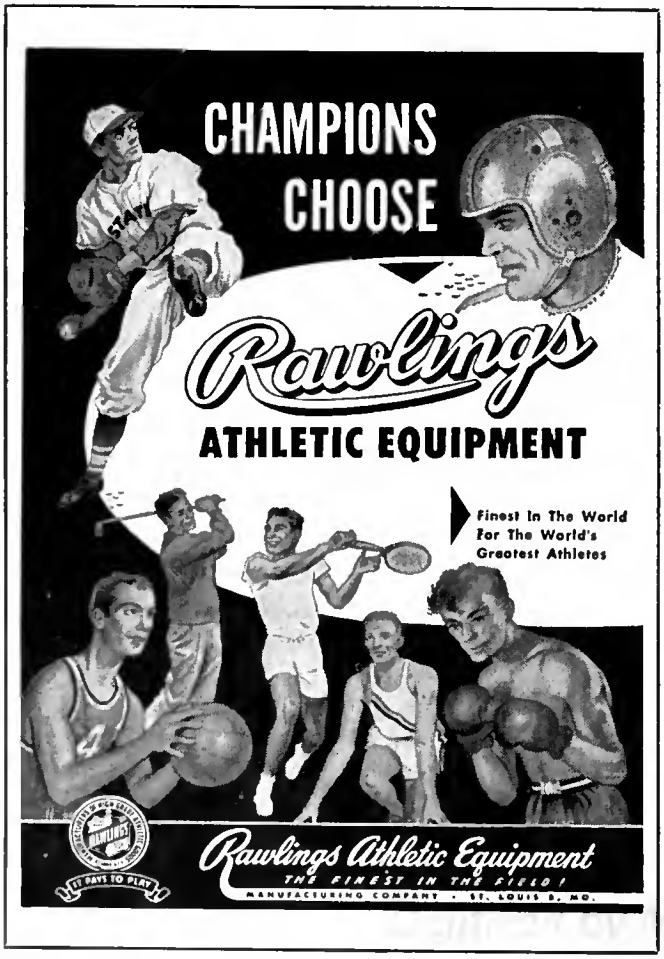
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THE MATURING of GOLDEN-AGE CAMPS

Jerome Kaplan

It was only a short while ago that camp life was almost an exclusive venture for the young. Today, there is a growing acceptance of its values for people of all ages. Group life on an organized basis in the out-of-doors, operating within the tenets of a functional democracy, has a unique and important contribution to offer to the art of social living.

The necessary ingredients of group life are missing most of the year for those who are both lonely and alone. Loneliness—aloneness are devastating to inner security and are an even more poignant experience in later years. With the number of people who are over sixty-five increasing significantly each year, the importance of group life in the out-of-doors as a means of providing satisfying relationships among older adults cannot be overestimated. The senior adult should have the opportunity to socialize and take his place, secure within his own age group. Further, he should have the opportunity to participate in all types of activities with people of all ages.

Among the objectives of educational, recreational and social programs are those providing opportunities for: companionship and fun; sense of belonging—to the group and to the community at large, thereby receiving recognition and regaining or retaining status; the developing of new interests and skills and the retaining or renewing of old ones; arousing interest in order to stimulate the desire to learn, for the ability to learn exists at any age; furthering the ability to adjust in a changing environment. All are related to a healthy philosophy of living, and are the very same goals we set for people of all ages, but to the older adult they assume greater importance as the opportunities for social communication diminish.

Types of Golden Age Camping

The past several years have seen a rapid expansion in golden-age camp facilities. Resident camps have begun to re-examine their policies. The potential offered by day camps has been explored by several communities, such as Oakland, California, Milwaukee, Wisconsin, and Minneapolis, Minnesota.

Camping periods, too, have been experimented with and held at various times. Camp Sidney Cohen in Wisconsin, has held weekend camping during the winter, spring and fall seasons. Camps operating out of Cleveland and New York have been holding special sessions after the regular summer camp season terminates. Council Camp in Illinois, serving the older Jewish residents of Chicago, has for the past four years sponsored an annual "pre-season" camping period for two weeks. Other camps like the Fresh Air Camp in Minneapolis, and the camp sponsored by the E. D. Farmer Foundation in Dallas, Texas, have held special camping periods for senior adults in the "heat" of the summer camping season. There have been periods for older people only, as well as for mixed age groups. Family camps have also catered to the old as well as the young. Even so, golden-age groups are a new phenomenon on the American camping scene.

Although older adult camping is beginning to take many forms, there is a common denominator—success. The twenty-four-hour group living situation of the resident camp and the eight-hour day camp afford a special opportunity to build positive social relationships and creativeness.

Again, the camp environment offers the beauty of nature which has escaped the urban dweller for too many years. And yet, in many instances, camp program content is still geared to the same type of activities as are offered the urban program.

Program Content

On the surface it appears that it is the older person himself who prefers the social and craft program of the city, in a camp setting. Perhaps the major reason why camps to date have concentrated on this type of activity is because of the relative newness of camping for older adults. Latent, but still too potent, is the fear of the frailty of the aged. After a season of camping which includes pleasant surprises in regard to the physical capacity and mental agility of the campers, the initial concept built around "frailty" is modified. The new precept assumes that the wishes and interests of all older people vary depending upon the general age range, their backgrounds of experi-

Mr. Kaplan, *group work consultant of the Hennepin County Welfare Board, Minnesota, is author of a new book,* A Social Program for Older People. *See page 190.*

ence and education as well as upon their physical and mental ability. Even the aged who are considered especially handicapped have not only learned how to live with their debilities but have received medical examinations prior to being accepted as campers. As in camps for youngsters, medical attention should be available at all times. While this aspect has been respected by golden-age camps, orientation to camp life has not kept pace with the elaborate preparations associated with camping for the young. Interpretation to the community and family has rarely included the possibility of death "from natural causes" which has a high probability in an age group in which most deaths do occur.

Emphasis on nature is unique to a camp experience. Each succeeding senior-age camp year has shown a decided trend toward utilizing the out-of-doors in more of the activities. The outdoor nature program has been modified to a great extent, for this group, but has not been eliminated. Increasingly, activities such as fishing, boating, wading and swimming, nature strolls, have become a part of it.

Welfare Campers Only?

To date, the lower economic groups make up the greatest proportion of present day senior-age campers. This is probably so since the vast majority of the facilities which offer such camping opportunities usually cater to the more economically, and in some instances, the more emotionally deprived. The Salvation Army and Volunteers of America camps are examples. Their leadership in opening camping to people of all ages, regardless of their ability to pay, is recognized. A further illustration is the Cleveland camp which is a cooperative venture between the city and the Welfare Federation.

Because of these types of organizational structures through which most communities now operate camping for older people, such camping in the very immediate future most likely will continue primarily for those with exceptionally limited resources. Too, these people are more easily located. And yet, existing experiences—from Maine to California, Washington to Florida—demonstrate that there are many older adults with adequate finances who eagerly look forward to taking part in camping activities. Family camping at Norway Point Camp in Minnesota has included older adults who were willing and able to pay their own way. Part of the reason is that golden-age clubs have formed the nucleus and major recruiting source for camps. These clubs are very often community groups with the members having varied ranges of economic resources. Again, a further answer may be that some of these older people have been educated to the values of camp life through the experiences related to them by their children or grandchildren. Council Camp of Minnesota operated a golden-age camp for several years which included the wealthy, the welfare, and those "in between." Camp Hawthorne, operating out of St. Louis, has been providing camping for all ages of men—together. This would indicate that what is necessary is a broad scale educational program to invite middle aged adults to take part in the camp environment, and to make camp settings as attractive as resorts for those who are fairly well off financially. Certainly, the more financially independent are all too often overlooked in community recreation planning. It is true that they may have the money or status to belong to private clubs or other organizations, but it cannot be assumed that this will wholly meet their needs. Neither should the recipient of old age assistance be segregated from the community at large. All people, in the same cultural milieu, regardless of economic status, have the same social needs, varying in degree according to individual circumstance. If older adult camper response is considered valid criteria, then the camp is in an advantageous position in which to serve the financially independent as well as the dependent.

Camp Recruitment

Up to now the most effective single method of camper recruitment has been to invite golden-age clubs to attend as a body. There have been conflicting opinions on the advisability of participation by residents of homes for the aged and other types of congregate living arrangements. Where residents of such homes are excluded, it has been primarily on a priority basis—"let's make room for those not having social contacts." Yet, the opportunity for a varied environment, a holiday from routine, is vital for mental stimulation and a refreshed outlook regardless of place of residence. Other sources illustrative of the wide recruitment potential available, which have been utilized in varying degrees by existing golden-age camps, are hospitals, boarding homes, nursing or rest homes, public and private social welfare agencies, churches and synagogues, physicians and public health nurses.

A concomitant of recruitment is the type of policy envisaged by each respective camp. Most camp publicity has been geared toward sessions for senior adults only. Certainly this type of camp session has proved its worth. It is here, with their peers, that many older adults attain and retain a feeling of usefulness. Yet, there is no reason to limit camping periods to older adults only. The stimulus of youthful exuberance points toward increased group living in the out-of-doors by groups of all ages. From my observation at several camps, I am impressed with the possibilities of mixing age groups as a stimulator for the groups involved, although special activities for the separate age categories would still predominate.

Golden-age camping is in its maturing stage. The developments in resident camping are signs of the present pointing toward both expansion of camp availability and refinement of the techniques to meet the goals of senior adult camping. Too, the development of the older adult day camp has opened a vast resource to this group. Again as industrial and union recreation for veteran and retired workers expands, the camp will gain even further prominence and importance. Indeed, the camp is of major importance to those older people, and the time is not too long distant when there will be camps catering exclusively to older adults.

MARKET NEWS

Hydroment

A floor surface hardener and densifyer, Hydroment may be used for new construction, floor resurfacing, repairing and patching, tile setting and rejointing, and so forth. A brochure fully describing this product may be obtained from The Upco Company, 4801-4807 Lexington Avenue, Cleveland 3, Ohio.

Hydrocide S•X

A new product which, after years of research, they claim will make every type of porous masonry completely water repellent in one application is being put on the market by the manufacturers of Hydrocide S•X, a colorless, silicone water repellent. For further information write to L. Sonneborn Sons, Incorporated, Building Products Division, 404 Fourth Avenue, New York 16, New York.

Pen Cleaner

Higgins Ink Co., Inc., have released a product which promises to endear itself to all users of drawing inks. The item is a straight-sided 6-ounce jar of Higgins Pen Cleaner equipped with a screw cap and containing a special plastic strainer in the bottom of the jar. Affixed to the center of the strainer is a rod which enables the user to raise the strainer and remove pens and other small items without fishing around in the jar. Modestly priced, it is available from local dealers.

Aquatic Catalog

A catalog of swimming pool and aquatic supplies, chemicals and equipment—twenty-four pages profusely illustrated and containing just about every imaginable item needed for the maintenance and operation of a public swimming pool—is available to RECREATION readers. The catalog describes several new items, and it contains a section of beach and lake front equipment. For a free copy, write to Modern Swimming Pool Company, Inc., Department RM, 1 Holland Avenue, White Plains, New York.

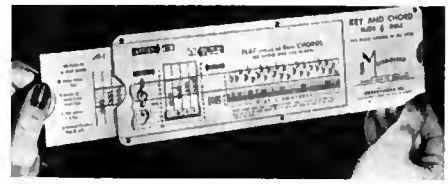
Flutterboard

A cellular plastic composition is said to yield outstanding properties of flotation and longevity in the Water Wonder, a flutterboard manufactured by The Sponge Rubber Products Company of Shelton, Connecticut. Its light weight of twelve ounces and resilient nature is said to eliminate any possibility of injury to other swimmers. The manufacturer looks for its wide acceptance, also, as a water toy by children weighing up to 125 pounds who may use it as a junior-size surfboard.

The product is available in red, blue, or yellow at $5.95 from the Ocean Pool Supply Co., 1140 Broadway, New York 1.

Slide Rule

A new, ingenious device called Key and Chord Slide Rule provides a quick, easy, visual method of mastering elementary harmony, and provides all the information needed for simple harmonization and transposition of melodies in any major or minor key.



It is made of coated touchcheck in the form of a panel 10 inches long, 3 inches wide and ⅛ inch thick, and consists of a holder and two sliding pull-out leaves with continuous staffs on each side. Among many other things, it names the staff degrees; names and indicates all the major and minor scales; shows the key signatures in their related progression; shows directly, at a single setting of the sliding leaf, all the primary chords in all major and minor keys; and it indicates the secondary chords with clear and concise instructions and definitions.

The Key and Chord Slide Rule is $2.00 postpaid from the manufacturer, Metrochord Company, 7510 Colfax Avenue, Chicago 49, Illinois.

Games

If you are interested in adding variety to your active games program, circulars or information on these recent games may be obtained from their manufacturers:

▸ **Zingo**—An indoor or outdoor baseball-target game of skill for one or many players. D. & H. Associates, 209 South State Street, Chicago 4, Illinois.

▸ **Shuttle-Loop**—An active game for all ages for indoor or outdoor use, on the order of badminton but requiring only a small court space. Dudley Sports Co., 633 Second Avenue, New York 16, New York.

▸ **Banball**—This versatile set of equipment, which may be used almost anywhere, consists of two racquets, a tethered ball and an anchor block. It is adaptable to many different original games. Banball, 42-42 Ithaca Street, Elmhurst 73, New York.

BICYCLE DRILL FORMATIONS

BICYCLE FORMATIONS, military drills, maneuvers or drill teams—whichever you chose to call them—have evoked enthusiasm and delight wherever they have been put on by groups of riders.

This type of bicycle riding involves the epitome in teamwork because each rider must be trained to skillfully manipulate his bicycle. It takes considerable practice to get a group of varying riders to work in unison.

Riding in formation precludes touching the preceding rider's bike. It takes concentration and practice to master such formations, but the participant will find it fun and rewarding. Leadership is an important factor in putting these drill formations across.

As it unravels it becomes a colorful, exciting and eye filling bicycle spectacle for the spectator. It is possible to perform these drills in your local school yard to the great entertainment of fellow students and faculty.

If accompanied by the school band playing fast tempo martial music, the movement of the riders in the drill formations will be enlivened considerably. This has been accomplished with great reward at bicycle field days put on for the benefit of the entire community.

In addition to the drill practices at bicycle field days, the maneuvers have been supplemented by historical bike displays (using old-time wheels); decorated bicycles with costumed riders; acrobatic bike comedy acts, perhaps climaxed with the presentation of a comedy jet bike as the Bike of Tomorrow! A band can provide old-time melodies for the historical sequences and music for the maneuvers.

A performance similar to that described above was given at a successful bike rodeo at the Hollywood Bowl in California where Harry J. Hook, a member of the League of American Wheelmen, put a group of riders through drill formations.

Mr. Hook, who trained his team of riders in the interest of cycling as a whole, planned several maneuvers, involving the Figure "V," the Pinwheel and the Figure "8." The drills were performed on a stage of 128 feet frontage by 115 feet drop, providing ample space for the performance.

The diagrams that accompany this section are practically self-explanatory. We have described them fully in the text.

Figure "8"

As many riders as possible should get into this formation. The leader, shown in the chart by the arrow with the tail, starts and rides from the top in an "S" direction. When he and the following riders reach the bottom they cross the center of the "S," care of course being taken by the riders going up so that they cross between two riders.

It takes a little careful calculation to prevent a collision, but if the rider crossing the line follows closely after the one bicycle that's already past, he has ample time to cross before the other one coming down will get into the "S" formation. Just follow the arrow on the diagram which indicates the formation. The more riders there are in this formation, the better it will look to the audience, and it's something that will always "bring down the house."

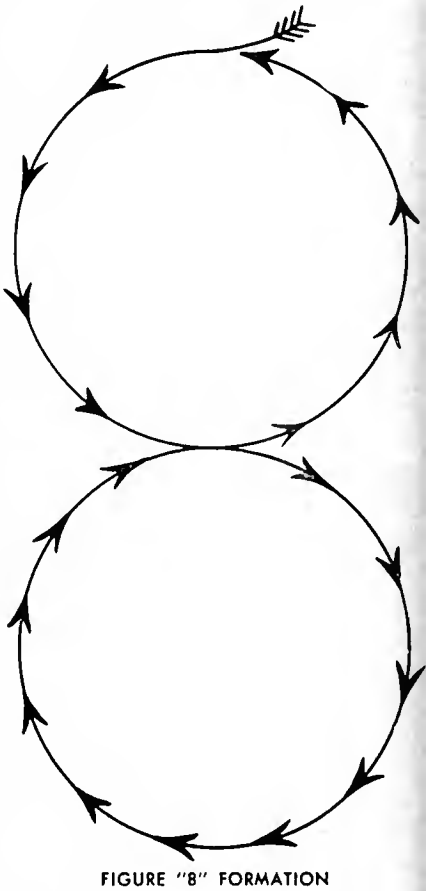


FIGURE "8" FORMATION

Reprinted from *Bike Fun*, Bicycle Institute of America, Inc., 122 East 42nd Street, New York 17. Pp. 64. Free to accredited recreation directors.

Figure "V"

This is a very effective formation. In the diagram follow the one set of arrows which lead to making one side of the "V." To make the other side the riders follow the plain curved lines.

To start, two groups of riders enter from each side of the stage or field. Note the arrow with the tail; this is the first rider on one side entering the circular maze.

As soon as this rider has crossed the line, the leader of the other column also crosses into the top circle. After the first rider crosses into the second circle, the leader of the second column then crosses the line into the second circle.

When the leader of the first column enters into the third circle, leader of

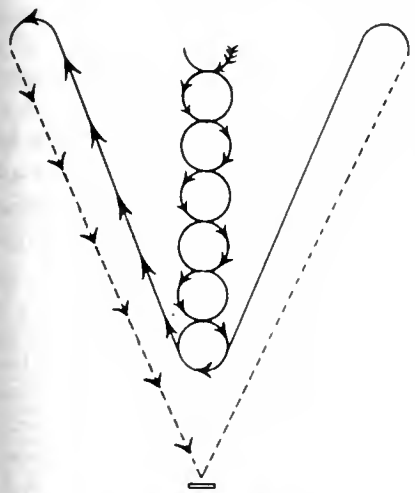


FIGURE "V" FORMATION

the second column also crosses the line into the third circle, and so on, all down the line; here the leader of the first column turns to the right and continues up (in the diagram), then slowly turns to left and comes down (arrows on dotted line) to a point determined by the size of the "V."

The leader of the second column, following the lines without arrows, does the same on the right hand side of the diagram, following down and meeting the leader of the first column at the bottom of the "V," which of course should be facing the audience.

The other riders in the columns follow their respective leaders and as soon as they get in position all dismount and stand at attention alongside their bikes.

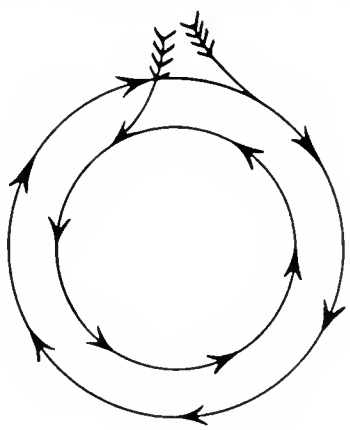
A patriotic touch may be added by having two or four riders near the top position, carrying flags, ride slowly straight down and take a position at the bottom of the "V." This is shown in the diagram by a small oblong. As the band plays the "Star Spangled Banner" they salute the flags carried on the bicycles by the color bearers.

Before the formation starts, of course, there should be some marking on the ground for the riders to follow.

The Pinwheel

This maneuver is formed by two groups of riders forming circles, one inside the other and going in opposite directions. Riders for the inner circle enter first and start their circular motion; then from the other side of the stage the riders for the outer circle start forming their circle, as indicated by the arrows on the diagram. . . . Of course more riders are needed for the outer circle than for the inner one. Riders should keep fairly close together, but not close enough to cause their wheels to touch.

In breaking up, the leader in the outer circle leads off first to the left, while the inner circle continues in motion until the last rider in the outer circle goes by, when the leader of the inner circle rides to right off stage, followed by all riders in the inner circle. Three or more circles may be



THE PINWHEEL

used depending upon the number of riders available.

* * * * *

Mystery Race

Here's a new bike race that's lots of fun because the riders don't know exactly what's expected of them until they are ready to ride the last lap. It is usually held on a circular track or in a playground.

Here's the idea: place slips of paper numbered 3 to 10 in a hat. The race gets underway and, meanwhile, the referee takes a slip from hat to see how many laps the race will be.

The referee, however, does not indicate to the riders how many laps will be run until the participants are about to start the last lap. It's this element of mystery that creates the fun, because the riders do not know whether to ride fast for the short race, or to conserve energy for the longer race.

Slow or Snail Race

This is one of the most sensationally funny races ever held on bicycles. It is a simple race in which everyone has an equal chance. Every type of bicycle can be used—and it is for boys or girls, tall or short, fat or slim.

The object of the race is to see which rider can travel slowest. The last rider to cross the finish line is the winner—if he has not violated any of the rules.

A course 50 to 100 feet long is laid out, with several lanes 3 to 6 feet wide. Lanes may be made by stretching strings or chalk. A rider is disqualified if he deviates from his lane, touches foot to the ground or turns around.

At a signal, each rider gets underway at the starting point, riding as slowly as possible. It's quite a trick to ride slowly without violating one of the rules above. But the race will prove exciting to riders and spectators alike. Be sure you have a referee to decide who has violated the rules.

Mixed Distance Race

Each rider in turn, as a member of a team, rides a different number of laps. It is most interesting when you mix the laps up, with shorter distances coming at either end or as sprint laps.

As the contestant reaches the next member of his team, he passes a baton to him or touches his hand. This could be done in a specially designated touch area to a moving rider.

People and Events

Inter-American Conference

The Second Students Conference on Inter-American Culture and Education, organized by the Hispanic Society of Rutgers University was held in April. Members of the panel on "Recreation in the Americas," which was moderated by Harvey Harmon, chairman of the New Brunswick Recreation Commission, were Joseph Prendergast, executive director of the National Recreation Association; Dr. Paul F. Douglass, educator author, and the chairman of the NRA National Advisory Committee on Recruitment, Training, and Placement of Recreation Personnel; Robert Crawford, superintendent of recreation in Philadelphia; and Dr. David Heft, chief of the Cultural Exchange Section of Educational Interchange, Pan American Union, Washington, D. C.

Outdoor Education Program Expanded

An expanded program of outdoor education—which will include training for school and summer camp supervision and projects in farming, gardening, conservation and exploring the out-of-doors—will be undertaken at Michigan State College with the appointment, effective July 1, of Julian W. Smith as associate professor of education.

Mr. Smith, who is at present the assistant superintendent of public instruction for the state of Michigan, will direct training of teachers and adult leaders, and supervise experimental programs, preparation of materials, consultant services, field work and research.

Youth Assembly

"The World We Want" will be discussed at the United States Assembly of Youth to be held September 3-8 at the University of Michigan. The Young Adult Council of the National Social Welfare Assembly, which is the sponsor of the youth assembly and the instrument of cooperation of sixteen national organizations serving the eighteen-to-thirty age group in the United States, hopes the discussions will inspire more young adults to contribute toward the "world we want" by assuming their responsibilities in the community, the nation, and the world.

Young men and women from all parts of the United States, and some guests from abroad, will share in the discussions and in the folk dancing, singing, sports and other cultural-recreational activities. Further information about the assembly may be obtained by writing to Ernest M. Howell, Young Adult Council, 134 East 56th Street, New York 22.

Honored

• Mrs. Rollin Brown has been officially named Los Angeles Mother of the Year. Mrs. Brown is chairman of the California Recreation Commission and first vice-presider of the National Congress of Parent-Teacher Associations.

• John W. Faust, district representative of the NRA, wa presented with a citation "in recognition of outstandin service rendered in the field of recreation in the Commor wealth of Pennsylvania" by the Pennsylvania Recreatio Society at the Sixth Annual Pennsylvania Recreation Co ference.

• Bernie Ballantine, recreation director of Rosevill Michigan, has been designated Man of the Year "for h meritorious service in promoting Americanism" by the Ve erans of Foreign Wars Auxiliary of the Cpl. Neil W. Rei Post No. 2358 of Roseville.

• Louis A. Canarelli was feted with a testimonial dinner i honor of his elevation to the presidency of the Amateu Softball Association, his promotion to the position of supe visor of recreation in Newark, New Jersey, and his man contributions to the field of sports.

State Parks News Notes

Minnesota—U. W. Hella succeeds Colonel L. F. Fiero a director of state parks.

Wyoming—Charles Smith of Thermapolis is chairman c the newly created State Park Commission.

Arkansas—A State Forestry and Parks Commission ha been appointed. Fred Long continues as state forester an Boyan Stearns as director of state parks. (These service were formerly part of the Arkansas Resources and De velopment Commission.)

Recent Appointments

Recent appointments to new positions: Burt L. Anderso to superintendent of parks and recreation at South Gat California; Donald H. Duncan to superintendent of recre ation at Kennewich, Washington; John Lindell to directo of Youth Center at Allen Park, Michigan; Betty B. Rab to director recreation for summer and Joanna Higgins t assistant director recreation for summer at Oceanpor New Jersey.

Sports Events

• An added attraction during the annual Toledo Recrea tion Festival, August 26-30, 1953, will be the Forty-Fift Annual Fly and Bait Casting Tournament of the Nationa Association of Angling and Casting Clubs.

• The 1954 British Empire and Commonwealth Games wi be held in Vancouver, Canada, July 31-August 7, 1954.

• The 1953 National Decathlon Championship events wi take place in Plainfield, New Jersey.

Music Seminar

The American Music Conference is making arrangement to conduct a church music seminar this year as a ne feature of the International Churchmans Exposition, sched uled for October 6-9 at the Chicago Coliseum. The musi seminar is being developed to aid choir directors an others in charge of church musical activities to organiz and conduct church music groups.

First Meeting

Planned and executed by a committee appointed by the nternational Northwest Parks Association, the first meet-ng of the Northwest Parks and Recreation Training Insti-ute was held in Vancouver, April twenty-third. Attend-nce represented twelve city, county and state agencies rom Oregon, Washington and British Columbia. The meet-ng was so successful that a resolution was adopted recom-ending that the institute be continued on an annual basis.

In-Service Training

"Understanding the Adolescent" was the theme of an n-service training series of four institutes, one each week rom April 22 to May 13, presented by the Milwaukee De-artment of Municipal Recreation to all of the fulltime ecreation instructors and social center directors. The ledia used in presenting the material were talks by au-horities on adolescent development, discussions, and films.

Frederic A. Delano

In the passing of Mr. Delano, uncle of the late President Roosevelt, and a government official under four presidents, he recreation movement lost a loyal supporter. A pioneer n the field of city planning, Mr. Delano played an influ-ntial part in the early development of plans for Chicago nd the New York region. Among the many significant ervices he rendered was his chairmanship of the National Resources Planning Board from its creation, in 1934, to 943.

In the early 1920's Mr. Delano worked for the establish-ent by Congress of the National Capital Park and Plan-ing Commission and he served as its chairman from 1924 o 1942. Under his leadership the commission acquired housands of acres of park and playground areas in the District of Columbia and initiated studies which resulted in stablishment of the District Recreation Department.

For many years Mr. Delano contributed to the financial upport of the National Recreation Association. He also erved as sponsor for the Association in his home city of Newburgh, New York, which was given two splendid rec-eation properties by members of the Delano family. Few ndividuals have rendered a more varied and useful ser-ice in the interest of a better America.

Bernard S. Mason

Dr. Bernard S. Mason, outstanding author, lecturer, and uthority on recreation and camping, died on April 12 in Cincinnati, Ohio.

Dr. Mason was on the faculty of Ohio State University rom 1925 to 1933 when he left to engage in writing and ecturing. He was the editor of *Camping* magazine from 1935 to 1943. From 1928 to 1947 he authored numerous ooks on recreation. Some of those which are best known o recreation leaders throughout the country are *Camping and Education; Democracy in the Summer Camp; Wood-craft; Drums, Tomtoms and Rattles; The Book of Indian Crafts and Costumes*, and many others. With E. D. Mitch-ell, he co-authored *The Theory of Play, Social Games for Recreation*, and *Active Games and Contests.*

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$2.75 in 12 pair lots
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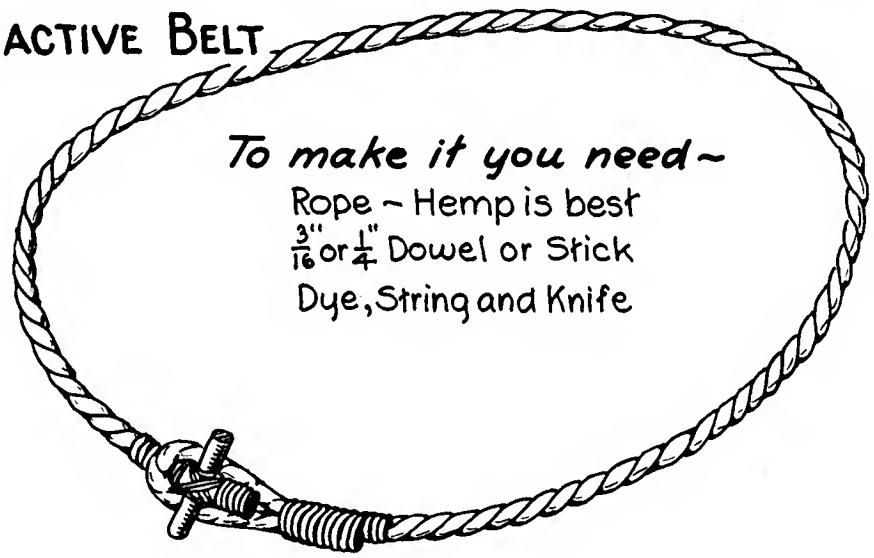
How To Do It! by Frank A. Staples

An Attractive Belt



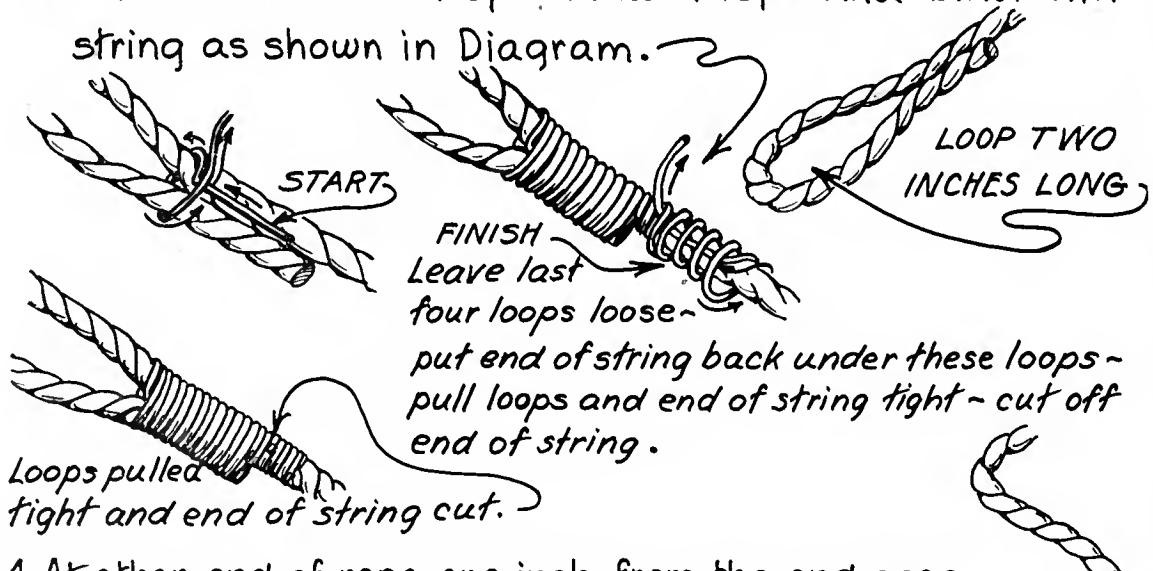
To make it you need~

Rope ~ Hemp is best
$\frac{3}{16}$" or $\frac{1}{4}$" Dowel or Stick
Dye, String and Knife

STEPS

IN MAKING THE BELT:

1. Dye the rope any desired color. *Dyes purchased in the ten cent store or drug store will be satisfactory. The directions for dyeing will be found on the package of dye.*
2. Cut rope four inches longer than waist measurement.
3. Next make two inch loop on end of rope and bind with string as shown in Diagram.


START
FINISH
Leave last four loops loose~ put end of string back under these loops~ pull loops and end of string tight ~ cut off end of string.
LOOP TWO INCHES LONG
Loops pulled tight and end of string cut.

4. At other end of rope one inch from the end open twist in rope sufficiently to put dowel or stick thru opening. Bind stick and end of rope as shown in sketch.

Digitized by Microsoft ®

Community and Assembly Singing by Augustus D. Zanzig. M. Witmark and Sons. $.75

Recreation Through Music by Charles Leonhard. A. S. Barnes and Company, 232 Madison Avenue, New York 16. $3.00

Song Collections

(1) *Lift Every Voice.* Cooperative Recreation Service.
(A) Accompaniment edition with words, music, and background notes. $2.25
(B) Pocket edition with words and melody only. $.25
An exceptionally fine new assortment of songs of all types. May be ordered from Cooperative Recreation Service, Service Department, Box 871, Nashville, Tennessee.

(2) *Paradology* by E. O. Harbin. Cokesbury Press. Out of print but available at most public libraries.
A large collection of parodies and stunt songs—most of them with words only.

(3) **Action Songs* (P 89) $.35
A pamphlet containing words, melody, and instructions for action songs.

(4) **Let's Sing the Same Songs.* $.05 each, 100 copies $2.50 and carrying charges. Words and music of twenty well known songs.

(5) **Twice 55 Community Songs*, edited by Peter W. Dykema, Will Earhart, Hollis Dann and Osbourne McConathy. C. C. Birchard and Company. $.40

(6) **Twice 55 Plus Community Songs*, edited by Peter W. Dykema, Will Earhart, Hollis Dann and Osbourne McConathy. C. C. Birchard and Company. $.35

(7) **Singing America*, compiled, arranged and edited for National Recreation Association by Augustus D. Zanzig. C. C. Birchard and Company.
(A) Accompaniment edition with words and music. $2.00
(B) Vocal edition with words and melody only. $.35
One hundred and twenty good songs for group singing.

**Community Songs.* Leaflets containing the words of fifty-six songs and rounds for group singing. 100 copies $1.10, 1000 copies $11.00

Bibliographies

**Song Books for Children and for Youth* (MP 302) $.15

**Annotated Bibliography for Music Leaders in Camp, Playground and Recreation Center* (MP 303) $.15

**List of Songs and Song Collections* (MP 179) $.15

*Available from National Recreation Association, 315 Fourth Avenue, New York 10.

Recipes for Fun

INFORMAL GROUP SINGING

Group singing plays an important part in the musical activities of any recreation program. Whether it is singing around a campfire, on a hike, at the close of a party or program, as a preliminary party ice-breaker, at a large community gathering, in fact, wherever it is used it promotes a sense of solidarity among the participants.

Tips for Leaders

A song leader is essential for large gatherings and community sings, but is not necessary with smaller groups in more informal situations. Where a song leader is used, the following tips should be helpful:

- Start with a song the whole group knows, sing several familiar songs and then introduce the new ones. (Only a few new songs should be tried in one program.)

- Select a variety of types of songs—folk, part, popular, work, and action songs, rounds, hymns and spirituals, and so on.

- Variety may also be brought into the program by having part of the group hum, whistle, or just clap out the rhythm while the rest of the group sings the words.

- Set the mood or imaginative background for some songs by telling a story or giving a few brief facts about them.

- Encourage singing for quality and harmony and not just for volume.

• Get the participants set and attentive before starting a song—make the starting signal very clear and decisive to bring the group all in together.

• Use a song with a change of tempo, a round, or an action song if the group seems restless.

• Take full advantage of those with special talent in the group by letting them sing solo verses with the group joining in the chorus, using part songs and descants, encouraging harmony singing and featuring a song or two by a quartet, trio, or other small group.

Types of Songs

Following are some of the different types of songs which help to add variety to group singing. Numbers in parentheses after song titles refer to the song collection, listed under References, in which they may be found.

Rounds are short simple tunes which are easily and quickly memorized, are fun to sing, are harmonious, and can easily lead into part singing. Leadership is needed to get the groups started at the proper time and strong voices should be equally distributed among the groups. The singers should know how many times to repeat the song to avoid a straggling end.

Animal Fair (2)
Double Round (Brother John and Three Blind Mice) (5)
Hey, Ho! Nobody Home (also known as Heigh Ho) (1) (7-A)
Kookaburra (7-A)
Lovely Evening (6)
Upward Trail (1)

Folk Songs usually have simple melodies and are about familiar, every-day things, which makes them especially good material for group singing. As many of these songs are very well known and part of every song collection, no special titles are given here.

Action Songs are good as ice-breakers, are usually humorous and especially suitable for younger groups.

Shusti Fidli (1) (2) (3)
Toviska (1)
The Smoke Went Up the Chimney (2)
Under the Spreading Chestnut Tree (2) (3)
Little Peter Rabbit (3)
Oh, Chester (2) (3)

Comedy and novelty songs are popular with campers and teen-age

groups and add humor to the program. Many of the parodies fall into this category.

The Billboard (2)
If I Had the Wings (7)
Echo Song (2)

Spirituals have a great deal of harmony and repetitous easily remembered words. Melodies are simple and enjoyable for the singers.

Jacob's Ladder (7-A) (7-B)
Lonesome Valley (7-A) (7-B)
Come Out the Wilderness (1-A) (1-B)
My Lord What a Morning (1A) (1-B) (7-A) (7-B)
Nobody Knows the Trouble I See (5)

Hymns have a simple vocal range and an easy rhythm.

Abide with Me (5)
Now the Day is Over (1-A) (1-B) (5)
O Master Let Me Walk (1-A) (1-B)

Other types of songs which should be included where possible in group sings are:

Songs with descants—America the Beautiful (7-A) (7-B)
Part songs—Slumber, Slumber (1-A) (1-B)
Songs with a solo verse and group chorus—Alouette (2) (4) (5) (7-A) (7-B)
Songs with foreign words—Ma Bela Bimba (1)

References

Aids to Song Leaders

**Forty Approaches to Informal Singing* by Sieboldt H. Frieswyk. $.35

Plan Your Picnic

The simple family picnic or outing ıay require no more organization ıan the mere delegation of responsiilities to family members. However, ıe secret of the success of larger picics and outings depends on how carelly they are planned and organized, nd how skillfully they are directed.

Ordinarily, work must be divided mong committees, each having defiite duties assigned to it. These comittees should be carefully chosen to epresent groups and different parts of he community and should be of both exes and of various ages. They are mportant if the picnic is to be a comunity enterprise.

The General Committee—A carefully hosen general committee should first e appointed, the number and type of eople comprising such a group deending upon the outing being held. ts responsibilities should be general lanning and supervision, the general "checking up" needed on details.

The Grounds Committee—Duties inlude locating and securing the use of he picnic site, its care during the day, nd seeing that the grounds are left n a clean and good condition; decision upon the location for the picnic, aking into consideration: shelter and hade, fireplaces, tables, seating proisions, charges for the use of the rea, drinking water, toilet facilities, vaste baskets, sanitary conditions.

Bathing facilities are often desirble, but not absolutely necessary. If swimming facilities are available and ifeguards are not provided, some arrangement must be made to have them in attendance.

There should be available, in most cases, a level playing field for games, races, and other such activities.

Transportation Committee—This is responsible for getting people, equipment and supplies to and from the picnic ground. Time and place of departure to and from the grounds should be carefully arranged and publicized.

Committee on Promotion and Publicity—Duties of this committee should begin several weeks before the day of the outing; but do not launch publicity so far in advance that people will forget the date.

Word of mouth, newspaper articles, circular letters, post cards, bulletins, stickers, posters, radio, telephone calls, announcements at meetings and gathering places, and interviews are all important channels. A striking name for the picnic always has its appeal.

In rural and small communities it is a common practice to send out to adjoining towns and cities, a day or two before the picnic, a good-will caravan of automobiles, the community band, and other boosters.

Program Committee—The success of a picnic or outing is no longer determined solely by the quantity and quality of "good eats." "Fun for all ages" is essential to the successful outing. Let everyone have an opportunity to take part in some manner. Some people prefer mental games or skilled activities, some like community singing and musical activities, and others prefer the dramatic side of the program. If your activities are built around the "seven urges"—social, rhythmic, dramatic, linguistic, musical, constructive, physical—you are sure to have something to please everybody.

Upon the program committee falls the responsibility of seeing that the program starts on time, is kept moving.

An experienced and popular leader

From *The Picnic Book*, Clark L. Fredrikson. A. S. Barnes and Company, New York. Out of print.

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should be secured, if possible, for conducting an activities program for large groups. Under all conditions it is important to enlist the aid of local talent. Let as many people as possible work and share in the responsibility. Each person should be assigned beforehand to his or her duties.

The problem of arranging recreation activities for young children is met in many community affairs through some provision for organized play periods under the direction of a qualified leader, or leaders. Older boys and girls could be asked to help with such programs.

All material and equipment should be at hand, ready and in place before the activity program begins, as delays sometimes prove disastrous. One member of the committee may be responsible for the securing, safe-keeping and returning of picnic supplies and equipment needed for carrying out the program. Other committee members should be responsible for other supplies and equipment needed for their particular part of the program.

It is the duty of the committee to arrange for the presence of starters, record keepers, announcers, and others who may be needed to carry out the activities program. Badges or ribbons for the officials and assistants will facilitate the handling of a crowd. The program should be of such a nature that it can meet sudden changes and emergencies. Arrangements should be made for an indoor activities program in case of rain or unfavorable weather conditions.

Fellowship or Hospitality Committee—This committee has the important job of making everyone feel at home, greeting people as they arrive at the picnic ground. This is the group which makes arrangements for information and checking booths where picnickers can find information, or leave baskets, parcels, musical instruments, clothing, and other things for safe-keeping.

Finance Committee—The method of financing picnics and outings varies. In some instances, expenses are paid out of the general fund of the organization sponsoring the affair. When it is held under the auspices of several organizations, each group shares in the expenses. A number of other methods include donations from individuals, contributions from towns or communities participating, proceeds from baseball games, entertainments, and concessions. In every case finances should be centralized.

Committee on Refreshments—Responsibilities will vary according to the size, the place, and the nature of the picnic group. This committee will decide upon the kind of refreshments, and when and how they are to be

served. Publicity should be given to the arrangements decided upon. This committee makes sure that all necessary utensils and equipment, such as tubs, ladles, plates, cups, soda straws, ice cream spoons, and other needed supplies are on hand and ready for use. Many of these supplies may be obtained in wholesale quantities through local manufacturers and dealers.

There are, of course, picnics to which it is preferable for picnickers to prepare and bring their own food. In such instances arrangements are often made for ice cream, coffee, or other beverages to be sold or given away at the scene of the outing; and sometimes food is sold on the picnic grounds.

* * * * *

"Let's Have a Picnic"

Those of us who study recreation trends in order to include our needs in annual budgets, noted a great increase of interest in the old fashioned family picnic this last summer. It seemed to start about Mother's Day, when mother and her brood spread their picnic gear in a park and had fun. It was easier than littering up the house for mother to clean up. Or easier than asking her to cook and prepare for her own celebration. At any rate our parks were packed an jammed with family picnic group and it didn't let up all summer. At tendance figures doubled, and all fa cilities became crowded.

Along with this increase in picni attendance have come certain needs i maintenance and supervision. To mee these, we in the Los Angeles Count Department of Parks and Recreatio have stepped up our maintenance pro gram—both before and after heav picnic attendance. Grounds ar cleaned and prepared before, and ev eryone knows the watermelon-rind de tail that follows any picnic.

Watering schedules in our park have been changed, with heavy em phasis on night watering. With th shortage of tables, people spread thei lunches on the grass and wet grass i a bigger hazard to a successful picni than ants or flies. Some insect trea ment schedules have been instituted t keep down the flies and ants whic usually enjoy their recreation aroun a full trash can or a garbage can le open.

Some new types of heavy grasse such as U-3 Bermuda, have been plug ged into the worn areas around picni locations. We have all been bothere with compaction on play areas, go courses and ball diamonds, but hav always believed that almost any kin of grass was good enough for picnicl ers. Now, with the increased us these worn spots must be given mor attention.

The question of charges continuall comes up. Some agencies are begi ning to establish charges for picn tables and picnic areas. The worth c charges is debatable. No one woul put a coin slot on a kiddies slide—bu maybe picnic areas should be put o a rental basis. This, of course, ti up those facilities for certain specif groups and when Mom and Pop an the kids come around with their pi nic gear there is no place for them At any rate it seems the picnic is her to stay and we in the recreation fiel must adjust certain of our program to keep up with the trend.—Pau Gruendyke, *Superintendent, Los A geles County Department of Park and Recreation.*

eport of Sub-Committee on Recruitment, *National Advisory Committee on ecruitment, Training and Placement of Recreation Personnel**

ersonnel in ecreation -- Recruitment

Verna Rensvold

ECRUITMENT OF PERSONNEL in the recreation profession concerns elf with all the factors which influce the decision of individuals to ek work in this field. The sub-comittee distinguishes between the area recruitment and the area of selecon only when "selection" is conued to include, *(1)* the process of e scientific determination of qualifition and adaptability for admittance professional curricula, and *(2)* the ocess of the employment of indiduals for work responsibility.

An analysis of the factors involved the recruitment process points up me pertinent questions, as follows:

Why is recruiting for recreation rsonnel a problem? Comparatively cent changes in our concept of recation and its place in the social ene has created a need for a new nd of leadership. We not only need define our leadership requirements it to discover factors in effective reuitment. The "inspired leadership" at we are recruiting finds ready acss to many other kinds of positions hich are more lucrative.

There are inherent disadvantages in any recreation positions which must recognized. Night work, work on eekends and holidays, and unusually eavy demands at some seasons, make crifices necessary in home life, and personal and social opportunities. isecurities in many positions, rought about by poor personnel poly, political impositions, and low salaries, account for a large turnover of professional personnel.

Lack of public understanding of the role of recreation in community life oftentimes creates a work environment which counteracts permanent satisfaction with the profession.

2. *For what are we recruiting? What are the kinds of jobs that we need to fill?* As we recruit for *(a)* positions that must be filled immediately and *(b)* for the profession generally, from a long range point of view, some reconciliations may be expected in the interim period, especially as they apply to professional preparation.

There is need for better understanding of jobs available in this field. Clearly defined jobs and written descriptions are essential for all positions. These must include clear statements of type of work, major duties, requirements of work and necessary preparation, not only for executives and all full-time personnel, but also for part-time and seasonal employees, and for volunteers. Recruitment of those already employed, for better positions, needs special consideration.

3. *For what kind of people are we looking?* Standards and qualifications for all types of recreation personnel are an essential. Study and analysis must be made of skills, competencies and abilities that the prospective recreation worker must possess. We must know what we want, and be able to recognize a prospect when we find one.

4. *What is now being done in recruitment of personnel for the recreation profession?* This committee wishes to assemble as complete a report as possible of the present recruitment situation. The National Recreation Association for years has had the recruitment of professional personnel as one of its important functions. Its brochure. *Recreation—A New Profession in a Changing World*, has had wide distribution and use in career conferences and vocational guidance clinics. There are extensive programs of recruitment in private agencies, colleges and universities, and local public departments. Leadership training institutes, guidance, junior leader programs, apprenticeships and internships constitute some of the recruitment devices currently in use. The committee solicits information from all sources as to effective methods and devices that can be included in this report.

5. *What are the sources of potential recreation personnel?* Colleges continue to train both generalists and specialists for career positions in recreation. All sources will be surveyed, including high schools, vocational schools, colleges and universities, allied fields, drop-in applicants and other professions.

6. *Whose job is it to recruit recreation personnel?* This is a partnership enterprise of all members of the recreation profession, recreation educators, practitioners and laymen. It is also a job of high school and college guidance programs and of personnel departments of governmental and private agencies. The committee will undertake to explore and recommend

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IRS. RENSVOLD, *who is superintendent f public recreation in Kansas City, Missouri, has served as an active ember of many state and national ommittees on training.*

* In the November, 1952 issue of RECREATION, Dr. Paul F. Douglass, chairman of this National Advisory Committee of the National Recreation Association, introduced the work of that committee.

methods of coordination and follow-up.

7. What do we need to help us in the recruitment job? Plans are underway for a variety of aids which will include recruiting leaflets for use by high school counsellors, sample job descriptions and standards, exhibits, displays, slides, sample speeches for use with various groups, suitable promotion material for personnel departments, sample publicity and communications media including T-V and radio, and articles for various kinds of magazines including those read by parents and youth. Promotion of scholarships, apprenticeships and internships, assistance with career conferences, textbook material, visitations to recreation departments by high school and college students, and speeches at conferences of many kinds of associations are suggested. The possibility of producing a film for recruiting will be explored.

The sub-committee on recruitment dedicates itself to an attempt to get answers to these questions and others that subsequently may arise. *In so doing, we solicit and urge all members of the profession to participate in this project by sending suggestions and experiences that will make the work of the committee more meaningful and effective.*

Committee Members

Jay M. Ver Lee, Oakland, California; Milo F. Christiansen, Washington, D. C.; Chase Hammond, Muskegon, Michigan; Mrs. Ellen Harvey, University of Maryland; Lawrence Heeb, Lawrence, Kansas; J. Bertram Kessel, American Association for Health, Physical Education and Recreation; David M. Langkammer, Altoona, Pennsylvania; Miss Rosalind T. Magargee, Decatur, Georgia; Henry J. McFarland, New York State Department of Civil Service; Anne S. Pherigo, Lexington, Kentucky; Lillian Summers, American Red Cross; Charlie Vettiner, Louisville, Kentucky; William P. Witt, Corpus Christi, Texas; Alice A. Suiter, Greensboro, North Carolina; Verna Rensvold, Kansas City, Missouri (Chairman).

On the Campus

Betty W. Jaco

Local Notes on Field Work

▶ Senior recreation majors at *Pennsylvania State College* have been occupied with varied field projects during the past eight weeks. Examples: *Kathy Greenbaum*—learning administration and organization of service clubs with Special Services at Indiantown Gap Military Reservation. *Chip Duda*—exploring the field of community recreation and studying city administration at recreation department headquarters in Reading. *Joan Hertel*—with the American Red Cross in the army hospital at Valley Forge, supervising ward activities and arranging entertainment sponsored by nearby communities.

▶ On the junior level alone, during the past term, forty-four men and women from *Springfield College* have been placed with thirty agencies providing field experience leadership to young people throughout Springfield and nearby communities.

▶ Denison House, neighborhood center in the Dorchester-Roxbury district of Boston, reports six students of *Sargent College* and one from *Boston University* assisting with square dancing, basketball and gym programs.

Canada: Leaders Unlimited

They have come from the north, east, and west—these recreation enthusiasts! These are people who feel that recreation will help Canadians build a better country, that it will add to the social and physical development of its citizens! The National Council on Physical Fitness saw this need a few years ago. The idea grew and became a reality last fall, when the *University of British Columbia* opened its gates to twenty-nine Canadians for a one-year diploma-course in public recreation ("On the Campus," November, 1952). Scholarships were contributed by the National Council.

Director Barry Lowes of Toronto and seventeen instructors have handled the numerous courses: community recreation organization and administration, agricultural group work, professional writing, public relations, psychology and the usual crafts, drama, dancing, music, sports and games. Practical experience has also played an active role, the students contributing volunteer work in seven community centers in Vancouver. Eight weeks of field work will follow the completion of the academic year.

The twenty-nine graduates will by no means fill Canada's recreational needs, but a great many Canadians will follow their progress with interest.

—Ray Legere,
Public Recreation Course

On Wisconsin!

The Student Recreation Association of the University of Wisconsin, took an active part in arranging the exhibit on recreation resources of the state held in the Instructional Materials Center of the School of Education.

The association's members conducted an evening fun program on May 1, at the American Camping Association's ninth district convention at Green Lake.

Editorial Ventures

Newsletter, Del Wright, Senior Recreation Major, Editor, San Francisco State College Recreation Society.

The Birch-bark Scroll, an outdoor leaders' newsletter, William E. Randall, Jr., Assistant Professor in Recreation, Editor, University of Illinois. News and program resources.

RYL Newsheet, Jack Mathieson '54, Editor, Recreation and Youth Leadership Major, Springfield College.

Welcome to the fold!

Share-Your-Experiences Department

RYL Newsheet's second issue presents personal opinions of three seniors, based on fifty interviews, of the points to keep in mind when seeking a position. It is reported that the initial interview is the key to job placement, and it is concluded that a student's field work experience provides the best criterion of his performance as a desirable employee.

Speaking of first-hand impressions, Recreation is interested in presenting a few. Won't you write up for us "The Story of My First Job?" How did you get it? What was the deciding factor? The first day—interesting or embarrassing experiences? Suggestions for fellow-students? General information and impressions.

Listening and Viewing

V and the Recreation Program

Can television be used to change be-ıvior patterns and convert youths and lults from spectators into players? A ımber of athletic events are televised ıd the medium can be credited with ·ousing interest in various sports, but ıe viewers remain spectators and not ırticipants.

It is difficult for viewers of sports ents on TV to get much instructional ılue from watching. The action is fast -the camera tries to follow the ball. is almost impossible to study form see how skills are utilized. Motion ictures of sporting events, to be used ır instructional purposes, are taken slow-motion—usually twenty-four or irty-two frames a second—and pro-ected at sixteen frames a second. hese films can be shown over and ver again so that the form and skills f the players can be studied. Televi-on, if it is to aid in the presentation f activities or skills in the recreation rogram, must take into consideration ıis repitition of action and slow-mo-on photography.

Unfortunately, there have been few ttempts by the commercial stations to se TV as an aid to instruction. Pro-rams that recreation leaders could use ave been telecast mostly on local net-orks. In the metropolitan New York rea, for instance, the "Knot-Hole ang" is televised before the Brooklyn odger home games, on WOR-TV, hannel 9. Members of the team com-ıent on the form displayed by the oungsters appearing on the program, nd give tips on baseball. A similar rogram, "Joe DiMaggio Club," may e seen on Sunday mornings on WN-T, channel 4 The former Yankee out-ielder and other major leaguers com-ıent on baseball skills. WATV, chan-el 13, has presented a series of golf nd bowling instructions in a weekly elevised series. WOR-TV has televised ennis tips. WNBT has presented art nd sketching lessons. Jon Gnagy's how, "Draw with Me," permits the iewers in the recreation center to use ıis tips, and the arts and crafts leader o follow up his suggestions with the roup. The "Ding Dong School," a WNBT daily morning program for the re-school child, offers arts and crafts nd games, and its fine program mate-erial has received the plandits of many educators.

Television can aid the recreation rogram. Its use offers many oppor-unities. The staff specialist in gym-nastics and the major sports, as well as in arts and crafts, can appear be-fore the camera to give instruction. The program can be followed by activ-ity and participation on the part of viewers at the center.

City and state educational systems are now applying for the use of the recently authorized educational chan-nels, and television will play an in-creasingly important role in education. Recreation leaders can lead in the pro-gramming activities of these newer sta-tions and develop materials that will supplement the recreation program. They should, whenever possible, use the programs now being offered to gain experience in evaluating and utilizing future telecasts. Program plans should be made for gym and recreation center uses of the educational channels, when they are available. The success of the educational broadcasts, as well as their value to the recreation program, will depend upon the type of programming that is presented. Recreation leaders can be in the vanguard of its leader-ship.—HAROLD HAINFELD, *Department of Education, Roosevelt School, Union City, New Jersey.*

(See "Listening and Viewing," in RECREATION for May; also "Television Breaks New Ground," Edgar Fuller, in *The Nation's Schools*, May 1953. For background information, read *Vision in Television*, Hazel Cooley, Channel Press, 1440 Broadway, New York 18, $2.50 and *A Television Policy for Education*, edited by Carroll V. Newsom, American Council on Education, 1785 Massachusetts Avenue N. W., Washing-ton, D. C., $3.50.—Ed.)

Special Summer Film Service

The duPont Company announces that it has set aside a large supply of prints of motion pictures from its film li-brary, especially to assure prompt de-livery to the recreation groups, camps, schools and colleges which are planning to include "movies" in their summer programs. Nine films, seven in color, are available free, except for return postage, and may be held for a month or more if necessary. Described as non-technical, of good general interest and with dramatic quality (four were produced in Hollywood), they have been cleared with the State Department for educational showing. Especially recommended are *The Du Pont Story*, a historical record of the company, and *A Story of Research*, highlighting the three basic types of research. Write for descriptive booklet and reservation cards, to E. I. du Pont de Nemours and Company, Motion Picture Distribution, Wilmington 98, Delaware.

Society–Democracy–and the Group $4.00

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Foreword by

Harleigh B. Trecker

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Prof. Klein, widely known for his work in the U.S., analyses social objectives, democratic principles and programs of social group work agencies, in relation to the environment in which such agencies operate.

The author, now reaching at the University of Toronto, also directs an in-service training program for the recreation leaders of Canada.

Community Organization for Neighborhood Development—Past and Present $4.00

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Books Received

APPROACHING AND PUTTING. Thomas Y. Crowell Co., New York 16. Pp. 150. $2.95.

ARTS & CRAFTS IN OUR SCHOOLS. C. D. Gaitskell. Chas. A. Bennett Co., Inc., Peoria 3, Ill. Pp. 62. $1.75.

BASEBALL: MAJOR LEAGUE TECHNIQUE AND TACTICS, Ethan Allen. The Macmillan Co., New York 11. Pp. 330. $3.95.

CERAMICS HANDBOOK, Richard Hyman. Sterling Publishing Co., New York 10. Pp. 144. $2.95.

CREATIVE CERAMICS, Katherine Morris Lester. Chas. A. Bennett Co., Inc., Peoria 3. Pp. 213. $4.25.

EASY DRAWING BOOK, THE, Peter White. Sterling Publishing Co., New York 10. Pp. 128. $2.50.

GAMES FOR CHILDREN. Marguerite Kohl and Frederica Young. A. A. Wyn. Inc., 23 West 47th Street, New York 36. Pp. 184. $2.50.

GOLDEN BOOKS: WALT DISNEY'S STORY BOOK OF PETER PAN. Pp. 112. $1.50. MAGIC COMPASS, THE, P. L. Travers. Unpaged. NURSE NANCY, Kathryn Jackson. Unpaged. UNCLE WIGGILY, Howard R. Garis. Unpaged. WALT DISNEY'S HIAWATHA. Unpaged. $.25 each. Simon and Schuster, Inc., New York 20.

GOLDEN BOOK OF FACTS ABOUT THE U.S.A., A, and a JIG-SAW MAP OF OUR COUNTRY, Marion Conger. Simon and Schuster, Inc., New York 20. Pp. 24. $1.00.

GOLDEN BUNNY, THE, Margaret Wise Brown. Simon and Schuster, Inc., New York 20. Pp. 23. $1.50.

HOW TO BE A BETTER WOMAN GOLFER. Louis T. Stanley, Thomas Y. Crowell Co., New York 16. Pp. 127. $2.95.

MODERN TRACK AND FIELD, J. Kenneth Doherty. Prentice-Hall, Inc., New York 11. Pp. 458. $6.65.

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Send for these books on approval: Helen Driver, Frost Woods, Madison 4, Wis.

NEW PATHWAYS TO PIANO TECHNIQUE, Luigi Bonpensiere. Philosophical Library, New York 16. Pp. 128. $4.75.

SOCIAL PROGRAM FOR OLDER PEOPLE, A. Jerome Kaplan. University of Minnesota Press, Minneapolis. Pp. 158. $3.00.

SPORTSMAN'S DIGEST OF FISHING, Hal Sharp. Sterling Publishing Co., New York 10. Pp. 253. $1.50.

TENNIS FOR TEACHERS, Helen Irene Driver. Frost Woods, Madison 4, Wisconsin. Pp. 227. $3.50.

Pamphlets

CAMP SANITATION GUIDE, Arthur W. Selverstone. Bead Publishing Co., 522 Rugby Road, Brooklyn 26. Pp. 24. $1.00 (plus $.10 postage per copy).

CAMPING MAGAZINE—1953 CAMP REFERENCE AND BUYING GUIDE. American Camping Association, 343 South Dearborn Street, Chicago 4. Pp. 161. $2.00.

CAPITAL DISTRICT RECREATION PLANNING SURVEY—SUMMARY AND RECOMMENDATIONS. Welfare Council of Ottawa, 172 Wellington Street, Ottawa 4, Ontario, Canada. Pp. 21. $1.00 (plus postage and bank exchange, if any).

DEMOCRACY BEGINS IN THE HOME, ERNEST OSBORNE. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. $.25.

HIGH COST OF UNHAPPY LIVING, THE. Family Service Association of America, 192 Lexington Avenue, New York 16. Pp. 24. $.25.

1953 OFFICIAL GUIDE AND RULE BOOK OF THE AMATEUR SOFTBALL ASSOCIATION. Amateur Softball Assoc., 11 Hill Street, Newark 2, New Jersey. Pp. 145. $.60.

PUTTING PR INTO HPER. American Association for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington 6, D. C. Pp. 64. $1.00.

RECREATION BIBLIOGRAPHY. American Association for Health, Physical Education and Recreation, Washington 6, D. C. Pp. 71. $1.00.

SUMMARY—"WHAT IS OUR RESPONSIBILITY TO THE VOLUNTEER." Volunteer Bureau, Welfare Council Metropolitan Los Angeles, Los Angeles 17. Pp. 16. $.25.

TENNIS SELF-INSTRUCTOR, H. I. Driver. Frost Woods, Madison 4, Wisconsin. Pp. 109. $1.50.

THOUSANDS OF SCIENCE PROJECTS. Science Service, Washington 6, D. C. Pp. 44. $.25.

TRY IT BECAUSE IT'S FUN, Herb and Dee Sweet. Henry Holt and Co., 257 Fourth Avenue, New York. Pp. 60. $1.00.

TRY IT JUST FOR FUN, Herb Sweet. Henry Holt and Co., New York. Pp. 60. $1.00.

Magazines

AMERICAN CITY, *April 1953*

Louisville's City-Wide Playground and Recreation System, W. A. Moore.

BEACH AND POOL, *March 1953*

How the City of Oakland Built Four New Swimming Pools, Dorothy L. Lanton.

Design Portfolio. VII: Bathing Load.

Scale Model Promotes Community Pool, Vern W. Palen.

CAMPING MAGAZINE, *April 1953*

Art in the Camp Environment, Mary Meixner.

Better Camp Counseling.

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, *March 1953*

Fitting Music To Dance, Pia Gilbert.

Unique Cooperation in School and Community Recreation, Ivan W. Hill.

Students Survey a Community's Recreation, Harold Saxe Tuttle

April 1953

The Rubbish Playground, Rudolph Lane.

A Recipe for Happier Living, Gene Kidder.

Outdoor Education in Southern Illinois, William H. Freeberg.

PARK MAINTENANCE, *March 1953*

Top Turf Researchers Report, Warren Bidwell.

How to Buy Your Equipment for Maintenance, Leo J. Feser.

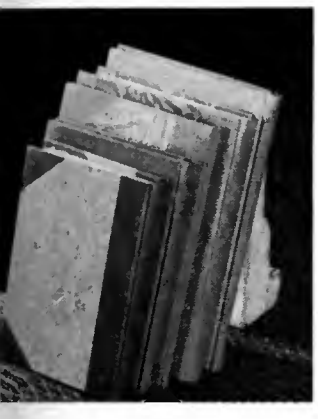
PLANNING AND CIVIC COMMENT *March 1953*

The National Park Service and Recreation Planning, George L. Collins.

State Park Notes.

YOUTH LEADERS DIGEST, *February 1953*

Little League—Menace or Blessing Special Issue.



new Publications

Covering the Leisure-time Field

Adventures in Artificial Respiration

Peter V. Karpovich, M.D. Associ-ion Press, New York 7. Pp. 294. 7.50.

The author of this book, who is rofessor of physiology at Springfield ollege, has taken part in the investi-ation of all possibilities for a method f artificial respiration which would e superior to the prone-pressure ıethod of long-standing. Dr. Karpo-ich maintains, however, that there is o single method which will fit all mergency conditions. He feels that echniques should be adapted to indi-idual conditions. His book, pre-ared with financial assistance from ıe army, is planned to provide infor-ıation which can be used in teaching rtificial respiration, and in research, nd it presents the scientific basis for electing "the best method." It in-ludes tables for identification and lassification of 117 known methods, nd carries an interesting history of he art of resuscitation. Its many il-ustrations add interest and clarifica-ion.

Primer of Drawing for Adults

Howard Simon. Sterling Publish-ng Company, New York 10. Pp. 137. 5.00.

This is one of the best books we ıave seen on this subject. The well-ıown author-artist reveals a new asier-to-learn drawing technique vhich he has been teaching to ama-eur beginners for several years at Jew York University. By using this echnique, many old copybook rules an be ignored and the time required or learning shortened. Simon calls his method that of drawing by "lin-ar edge" and "articulate movement." He avoids completely the so-called ommercial arts and leads his reader lirectly toward individual expression.

The book is illustrated with the au-hor's own work and diagrammatic ex-lanations, and with many additional examples chosen from the modern masters and back through the Renais-sance to the work of the early Stone Age artists.

The Lost and the Found

Robert Collis. Woman's Press, 425 Fourth Avenue, New York 16. Pp. 181. $3.50.

Absorbing reading for parents, so-cial workers and leaders of children's groups! Much can be learned from this tender and deeply moving true story of two children who survive in-credible hardships . . . and of the man who helped them back to a nor-mal world. Dr. Margaret Mead, in her introduction, says truly, "This is not a book about horror but a book about strength and trust. It is not a book about trauma but a book about blessing. It is no cool, objective case history, but a warm, vivid, narrative."

The two youngsters, Eva and László, survived the horrors of a concentra-tion camp, the death of their parents, and long illness, and are now leading a happy, normal life in Ireland. It is interesting to note how recreation, and camping, played an important part in their rehabilitation.

A condensed version of this story has appeared in the *Woman's Home Companion*.

Best Sports Stories, 1953 Edition

Edited by Irving T. Marsh and Ed-ward Ehre. E. P. Dutton and Com-pany, Incorporated, New York 10. Pp. 344. $3.50.

This, the ninth annual collection of the best sports writing, presents a pan-orama of the 1952 sports year. Writ-ten by top-flight reporters, the best newspaper and magazine articles deal with exciting events that show a cross-section of the year's outstanding ath-letics. The stories range from a de-tailed account of the third game in the 1952 World Series to the hilari-ous tale of the man from Yale who never played football but was sent in to catch a forward pass to make the final score Yale—41, Harvard—14, and to the story of how Jack Westland won the National Amateur Golf title. (President Eisenhower would like this one.) The best news story award goes to Jesse Abramson of the New York *Herald Tribune* for his account of the Sugar Ray Robinson-Joey Max-im fight. Twenty-three of the year's best sports pictures are included.

Elementary Lessons in Gardening

Paul R. Young. The National Gar-den Institute, Columbus, Ohio. 1953. Pp. 106. $1.00.

During the depression, and during the war years, gardening flourished as an activity promoted and sponsored by recreation departments and boards of education. It's a wonderful activ-ity. Let's bring it back!

This book will give you the know-how. It has full information on the organization of such projects, garden fundamentals worked out as projects, plus a number of short-term projects including Christmas table decorations, window boxes, and care of house plants. Illustrated by "how-to-do" photographs and line drawings.

Nature leaders, too, will find use-ful information and projects.—*Vir-ginia Musselman*, Program Service, National Recreation Association.

Woodsmoke—The Book of Outdoor Lore

Ellsworth Jaeger. The Macmillan Company, New York 11. Pp. 228. $2.95.

Mr. Jaeger, curator of education at the Buffalo Museum of Science, is well-known in the nature and camping field. His previous books, including *Nature Crafts*, *Tracks and Trailcraft*, *Council Fires*, and *Wildwood Wisdom*, are on most camping shelves. This one will be no exception.

As with all of his books, this is full of clear, interesting sketches of camp-craft projects and skills. The text con-tains fascinating information about trees, animals, Indians, and outdoor living. Any camp group would pore over it, and become enthusiastic about trying out his suggestions.

The Sportsman's Outdoor Guide

Charles B. Roth. Prentice-Hall, In-corporated, New York 11. Pp. 170. $3.95.

Recommended reading for all sports-men, including the stay-at-home vari-ety! It's the next best thing to sitting around a campfire. Delightful style, in-teresting information, and amusing anecdotes. Take it on your vacation!

COMING EVENTS

1953

This quarter of the year has many days which should inspire recreation leaders to plan programs that are different—and interesting. Numerous birthdays—of famous patriots and favorite authors and poets—and important dates in American history should provide ample material around which many hours of interesting activity for story hour, dramatic, and hobby groups could be planned. Independence Day and Joseph Lee Day are occasions for *good* community-wide programs for all ages. National Dog Week suggests pet shows and exhibits—and for the more musically inclined, an all-Gershwin concert. A calendar can be a program planner's aide-de-camp. Is it yours?

JULY

1-3	Battle of Gettysburg (1863) *the turning point of the Civil War*
4	INDEPENDENCE DAY—*"It ought to be solemnized with pomp and parade, with shows, games, sports, guns, bells, bonfires, and illuminations, from one end of this continent to the other, from this time forward forevermore." — John Adams, in a letter written to his wife on the day the independence was declared (1776)*
6	Birthday of John Paul Jones (1747) *American naval hero*
7	Hawaii annexed by the United States (1898)
9	Birthday of Elias Howe (1819) *American inventor of the sewing machine*
12	Birthday of Henry David Thoreau (1817) *author and naturalist*
27	Atlantic Cable successfully completed (1866)
29	Birthday of Booth Tarkington (1869) *author*
31	JOSEPH LEE DAY*—*In honor of the "Godfather of Play"—rightly observed with special programs at play and recreation centers throughout the land*

AUGUST

1	Birthday of Herman Melville (1819) *author*
2	Friendship Day
6	Gertrude Ederle became first woman to swim the English Channel (1926)
7	War Department created by Act of Congress (1789)
7	International Peace Bridge between United States and Canada dedicated (1927)
9	Birthday of Francis Scott Key (1780) *author of "The Star-Spangled Banner"*
9	Birthday of Izaak Walton (1593) *the "Father of Angling"*
11	The steamboat "Clermont" (Fulton's Folly) made the first successful run up the Hudson (1807)
14	V-J Day (1945)
14	Atlantic Charter Day (1941)
15	Panama Canal officially opened (1914)
17	Birthday of David Crockett (1786) *frontiersman*
19	National Aviation Day
25	Birthday of Bret Harte (1839) *author and poet*
28	Spanish landed at St. Augustine, Florida, the oldest settlement in the United States (1565)
29	Birthday of Oliver Wendell Holmes (1809) *poet and philosopher*

SEPTEMBER

2	Birthday of Eugene Field (1850) *the children's poet*
5	First Continental Congress met in Philadelphia (1774)
6	Birthday of Marquis de Lafayette (1757) *soldier and patriot*
6	Birthday of Jane Addams (1860) *founder of Hull House*
7	LABOR DAY
11	Birthday of William Sidney Porter (O. Henry) 1862) *short story writer*
13	Birthday of John J. Pershing (1860) *World War I general*
13-19	National Home Week
14	"The Star-Spangled Banner" written by Francis Scott Key (1814)
15	Birthday of James Fenimore Cooper (1789) *author*
16	Pilgrims sailed from Plymouth, England, on the "Mayflower" (1620)
17	Constitution Day (1787) *day on which the Constitution of the United States was signed*
20-26	National Dog Week
22	Emancipation Proclamation (1862) *freedom for slaves*
22	First Day of Autumn
24	Birthday of John Marshall (1755) *jurist and Chief Justice of the United States Supreme Court*
25	American Indian Day
26	Birthday of George Gershwin (1898) *composer*
28	Birthday of Kate Douglas Wiggin (1856) *writer of children's books*
28-Oct. 2	NATIONAL RECREATION CONGRESS *at Philadelphia*

* Copies of the Joseph Lee commemorative issue of RECREATION (December 1937) may be obtained from the National Recreation Association, 315 Fourth Avenue, New York 10, New York, for $.50.

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Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

June and July 1953

HELEN M. DAUNCEY Playground Leadership	Faribault, Minnesota June 1-4	Joe Grunz, Director, Faribault Recreation Board
	Mankato, Minnesota June 5	Edward Johnson, Community Recreation Coordinator, Room 115, Senior High School
	*Virginia, Minnesota June 9-12	B. R. Cuppoletti, Director of Recreation
	La Crosse, Wisconsin June 15-16	Eugene Fry, Superintendent of Recreation, City Hall
	Janesville, Wisconsin June 18-19	Pat Dawson, Director of Recreation
RUTH G. EHLERS Playground Leadership	Berks County, Pennsylvania June 8-9	Lloyd H. Miller, Director, Recreation Board of Berks County, County Court House, Reading
	Youngstown, Ohio June 11-12	O. S. Ellis, 2218 Ohio Avenue
	Ossining, New York June 23	Andrew A. Sargis, Superintendent of Recreation, Ossining Recreation Commission, 12 Church Street
	White Plains, New York June 24	Miss Vivian Wills, Assistant Superintendent, County Recreation Commission, County Office Building
	Shepherdstown, West Virginia July 13-16	Dr. Oliver S. Ikenberry, President, Shepherd College
ANNE LIVINGSTON Playground Leadership	Lancaster, South Carolina June 1-4	Wade A. Corn, Director, Lancaster Park and Playground Commission
	Huntington, West Virginia June 8-11	Mike Lewis, Director, Cabell County Recreation Board, Administration Office Field House
	Portsmouth, New Hampshire June 15-18	Steven R. Blinn, Recreation Director, 135 Daniel Street
	Poughkeepsie, New York June 22-25	William G. Beal, Superintendent Recreation Commission, 39 Market Street
	Hudson, New York June 29-30	Louis A. Pierro, Executive Director, Youth Bureau
	Bear Mountain, New York July 13-16	Joseph K. McManus, Superintendent of Camps and Recreation, Palisades Interstate Park Commission, Camp Department
MILDRED SCANLON Playground Leadership and Social Recreation	Davenport, Iowa June 8-11	Ted Corry, Recreation Director, 236 West Central Park
	Toledo, Ohio June 15-18	A. G. Morse, Supervisor of Recreation, 214 Safety Building
	Lowell, Massachusetts June 22	George P. Sheehan, Director of Recreation
	Boulder, Colorado July 23-August 22	Miss Clare Small, Professor and Head Department of Physical Education for Women, University of Colorado
FRANK A. STAPLES Arts and Crafts	Portsmouth, New Hampshire June 8-11	Steven R. Blinn, Recreation Director, 135 Daniel
	Toledo, Ohio June 15-18	A. G. Morse, Supervisor of Recreation, 214 Safety Building
	Birmingham, Alabama June 22-25	King Sparks, Jr., Superintendent of Parks and Recreation
	Hudson, New York July 1	Louis A. Pierro, Executive Director, Youth Bureau
GRACE WALKER Playground Leadership and Creative Recreation	Pittsfield, Massachusetts June 15-18	Miss Ann MacVicar, Parks and Recreation, 52 School Street
	Bowie, Maryland June 22-25	Paul E. Huffington, State Department of Education, Baltimore

* Sponsored cooperatively by Virginia, International Falls, Hibbing, Eveleth, Aurora and Chisholm, Minnesota.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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NATIONAL RECREATION ASSOCIATION • SEPTEMBER 1953

Publications for Program Planners

HALLOWEEN

Bring on Your Spooks—It's Halloween! (P 134) . . . $.15
Decorations and games for large and small parties.

The Community Celebrates Halloween (P 108) 15
Halloween program ideas from communities all over the country.

Fun for Halloween (P 78) 25
A booklet containing a wealth of ideas for Halloween parties.

Games and Stunts for Halloween (P 113) 15
More party games and stunts.

Halloween Gambols (P 118) 15
A playlet with folk dancing.

Window Painting Contests and Other Community Events for Halloween (P 116) . . .15
Tested ideas for keeping youngsters entertained and out of trouble.

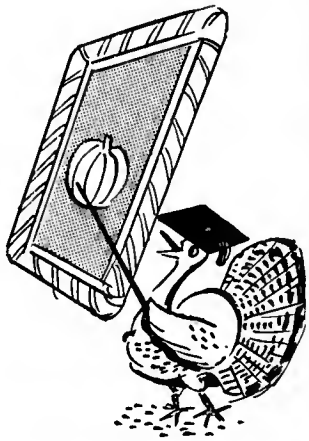
THANKSGIVING

Faith of Our Fathers (MP 46) . . . . . $.25
An elaborate pageant with a large cast; divided into episodes, some of which may be eliminated if desired.

A Harvest Home Thanksgiving Party (P 119) . . .15
Suitable for small groups.

Thanksgiving Down on the Farm (P 127) 15
A party suitable for large groups.

Two Ceremonial Programs for Thanksgiving (P 120) .15
Simple ceremonials with music, suitable for church or community house.



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Easy Skits and Stunts (P 169) . . . . . $.50
Sixteen brief stunts and skits of various types, easy to produce.

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Six More Dramatic Stunts (P 87) 50
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Three Stunts for Recreation Programs (P 131) . .15
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Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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ol. XLVI-A Price 35 Cents No. 4

n the Cover

Big Indian Pow-Wow at the park! For this oc-asion, Indian brave's mother cut her long blond air, dyed it with shoe polish and tied it to her young on's head. Photo courtesy of City Recreation De-artment, Sylacauga, Alabama.

ext Month

More suggestions for Halloween, of course. Among her program materials is an article on how the Milwaukee recreation department conducts its chool of drama. "Idea of the Month" suggests ways f organizing a well-planned, community-wide doll how. Charles Reed, manager of NRA Field Depart-ent has written an article of general import on The Need for More Lay Interest." Articles for the dministrator include "Recreation Surveys of Small ommunities," "Salaries? Well, for Budget's Sake!" y W. C. Sutherland, director NRA Personnel ervice.

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RALPH VAN FLEET.....Clearwater, Fla.

Midwest District
ARTHUR TODD.....Kansas City, Mo.

Southwest District
HAROLD VAN ARSDALE.....Dallas, Tex.

Pacific Northwest District
WILLARD H. SHUMARD.....Seattle, Wash.

Pacific Southwest District
LYNN S. RODNEY.....Los Angeles, Calif.

Affiliate Membership

Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

The Role of Recreation

obert W. Crawford

It is appropriate that our editorial for this Congress Issue of RECREATION *should be written by Bob Crawford. As deputy commissioner and superintendent of recreation in Philadelphia, this thoughtful and energetic recreation executive extends a cordial invitation to all of us for the Philadelphia Congress in September.*

A visit to Independence Hall in downtown Philadelphia cannot ail to stir the soul of any man and give im a spiritual uplift, for here is lo-ated the Liberty Bell which is our sym-ol of liberty and our most venerated mbol of patriotism.

With the exception of the Liberty ell itself, perhaps the most revered nd awe-inspiring sight is the Colonial oom, which was originally occupied y the Colonial Assembly of Pennsyl-ania and later relinquished to the Con-nental Congress. From this room, 177 ears ago, was the first public reading f the Declaration of Independence.

Although recreation as a recognized overnmental responsibility was not nitiated in any city until approximate-y 125 years later, nevertheless it was n this room that the foundation for the ecreation profession was laid. Here, he Constitution was written stating hat all men are created equal and that hey are endowed by their creator with ertain inalienable rights; that among hese are life, liberty and the pursuit of iappiness. This last phrase is the basis on which the recreation profession has been developed. We would like to think hat the framers of our Constitution iad this thought in mind when they in-serted the words "pursuit of happiness." Mankind has been seeking happiness for centuries and this search for a meaningful and purposeful life is the goal of recreation people.

The possession of skills and techniques alone are not sufficient for a successful recreation leader of today. He should also understand the American scene, the "ideals of the people," as well as become familiar with individual differences, basic needs and, above all, social goals. It would appear that another function of the profession is to recognize the dignity of each participant and to encourage each to develop his own innate capacities to the fullest so that he will be better equipped for living in our free society.

Since mass leisure has hit us rather suddenly, the question has been raised as to whether leisure may not be destroyed and rendered meaningless by its abundance. Surely, the positive solving of this question is a challenge to the recreation worker and probably emphasizes the need of raising the wholesome "leisure" capacity of a large segment of our population.

Positive and joyful living has gone out of the lives of some people and, as a result, many have turned to all kinds of wretched substitutes. Wholesome and creative use of off-the-job or leisure time should be of major concern to government on all levels, because the culture of our society hangs in the balance. Proper use of our leisure is as important as our basic freedoms and standards of living.

Perhaps, this could be best expressed in the words of the late theologian, Peter Marshall, when he said, "It is not the length of life that matters but how it is lived. That is the thing that counts. It is not how long, but how well." So it is in recreation, not how much but how good is it and what is happening to the people as a result of the participation? Are they better prepared for living in this great democracy? This is the role of recreation.

This is a challenging opportunity and one that calls for close scrutiny of not only what we do but how we do it. Actually, on the shoulders of the recreation leaders of America could rest part of the responsibility as to whether this nation stays free in the generations ahead. This is quite a trust, but if leisure time is not profitably used, the trend back to artificiality and the deterioration of community life could result and, possibly, even global conflict.

Balanced, meaningful and purposeful living should be made so real, so vital and so virile that this area of living we call leisure will take care of itself. This could well be the goal of all who are identified with the recreation movement. Let's accept the challenge.

Letters

Recreation Editorial

Sirs:

Having just seen Paul Moore's very fine editorial in the April issue of RECREATION, we feel he would be a wonderful person to represent the field of religion in a series of editorials, written by outstanding men in the fields of education, medicine, and religion, and stressing the importance of healthy sports participation. We would be honored if he would consent to write an editorial for us, giving his views as to the importance of sports as it relates to the spiritual development of man.

We plan to send this series of editorials in one package to 1,800 daily papers, this spring, suggesting that they be printed on the editorial pages, under the by-lines of the authors, and prefaced with a brief paragraph about the author. If he does not have the time to write another editorial for us, we would appreciate having your permission to use the one that appeared in RECREATION.

ELFREDA KOLSCH, *Mid-Century Festival of American Sports, Chicago, Illinois.*

Recruitment of Students

Sirs:

After reading Dr. Tait's and Professor Brightbill's thoughts on recruitment of students for recreation, in the "Letters" section of your May, 1953 issue, I could not help but think that they both had good arguments, with the answer lying (as Professor Brightbill pointed out) somewhere in between.

I believe that the most important factor in leadership selection depends to a large extent upon the potential interest an individual may have in recreation and its various ramifications. I believe interest is paramount because with it the desire to succeed is there. However, when we consider "potential" interest, another important factor to consider is aptitude.

Admittedly, there may not be, as yet, any psychological measurement device for this specific field, but there are many vocational aptitude tests on the market today to measure an individual's potential interest and aptitude in closely allied fields of social service. These are not infallible, but more and more colleges and universities are using these testing devices today because such devices have proven reliable in a majority of cases.

I also believe that such objective measurement of an individual's abilities gives him a firmer foundation from which to set a course. I don't believe that most people entering college today are too immature to benefit from such a testing program; the immaturity arises when they don't take cognizance of the results.

I agree that we should urge as many as possible to enter the recreation field—but not at the expense of disillusioning them within a year or two, when they find they are unsuited for such a vocation. Use of objective measurements in the beginning can assure at least better than average results for both the potential recreationist and the recreation field.

Finally, it seems to me that, like all recreation work, this is also a "team" project. It is a problem that confronts all fields and should be considered in that light. The instructor in business administration is just as interested in obtaining potentially good candidates as we are in recreation. Psychology departments in most colleges and universities can be of great service in this field, and in many cases they are. Subjective judgment is a poor substitution for selection at best. Objective testing takes it out of the realm of opinion and places it on a more democratic plane. It is from here that the candidate should make his choice and the instructor his selection.

PENNEL S. EUSTIS, *Recreation Director, Lewiston, Maine.*

Association Service

Sirs:

The plan which Mr. Lynch of the National Recreation Association drew up for us was exceptionally good. It has been adopted as our guide in all future work. It has stimulated our imaginations. We plan to have the picnic area equipped with water, sanitary facilities, tables, benches, fire places, and so on.

CHARLES R. BENDER, *Executive Secretary, Tawa Civic Park, Incorporated, Sidney, Ohio.*

Sirs:

Mr. Waldo Hainsworth, our New England representative of the NRA, spent last Monday visiting here in Marlboro and met with our mayor, advisory council and recreation commission to discuss our new beach development.

He left us with many suggestions which were of great value to us and I feel that with his help we are going forward to greater heights in recreation achievements. I just thought that I'd let you know how much we appreci ate the services that your associatio renders.

LOUIS F. GHILONI, *Director of Rec reation, Marlborough, Mass.*

Sirs:

In our city, a citizen's committee has proposed plans for a public swim ming pool. They needed advice and in formation from a qualified and in formed person. Your field representa tive, Mr. Lynn Rodney, made a tri here and met with them, giving consid erable help and stimulus to the project The many other fine services availabl from your organization are greatly ap preciated by the citizens of our com munity, and by this department.

We are sincerely grateful to you fo providing such services, and to Mr Rodney for taking time from his bus schedule to assist us.

WILLIAM ROONEY, *Superintenden Park, Playground and Recreatio Commission, San Luis Obispo, Ca*

Sirs:

Your *Associate Membership Lette* which you sent to my home address i Ypsilanti, Michigan, was forwarded t me here in Korea a few days ago. enjoyed the letter very much and thin that the suggestions are well wort adopting.

It gives one a wonderful feeling t know that when he gets home he ca look to such a wonderful organizatio for help in getting established in th recreation field.

ROBERT M. WAGNER, *Recreatio Graduate, Michigan State Norm College, 1952.*

USO LETTER WEEK

The role of USO in helping to keep open the lines of communication between the serviceman and his folks and home community will be highlighted during USO Letter Week, to be held throughout the country from September 21-27.

Hundreds of USO committees will join churches, synogogues, schools, colleges, service clubs, and other civic groups in setting up letter writing activities and the publication of hometown newsletters to be mailed to the absent military members.

Things You Should Know . .

A PLAY SCULPTURE COMPETITION, nsored by *Parents Magazine*. The seum of Modern Art and Creative ythings, Inc., is now open. It has n planned to encourage the design playground equipment which will only provide the types of exercise ociated with standard equipment but ch also will suggest to children the ld of make-believe, recreating, for mple, caves, ships, animals. Five es totaling $2000, plus additional alties, will be awarded. Entries st be postmarked not later than Jan- y 15, 1954. Winning designs will exhibited at the museum in June, 54; and Creative Playthings will nufacture at least one of the win- g entries by that time. Joseph Pren- gast, executive director of the Na- al Recreation Association, will be of a distinguished board of judges the contest. For further informa- write, Play Sculpture Competition, e Museum of Modern Art, 11 West Street, New York 19, New York.

AMONG RECENT SURVEYS OF CITIES, ducted by the National Recreation sociation Areas and Facilities Plan- g staff, are studies of Middletown, io; Skokie, Illinois; Birmingham, bama; Adrian, Michigan; Wester- le, Ohio; and Tuscaloosa, Alabama. ese have included the study of the mmunity-wide recreation resources d needs of each community, and the paration of long-range plans and ommendations.

A NEW MONTHLY ARTICLE, on the ac- ities of women's organizations roughout the country, which has been rted by *McCall's* magazine, will in- de community recreation projects onsored or motivated by these groups. ristine Sadler, director of McCall's ashington Bureau, will write this fea- re and sends a request for news items out such projects. Mail to her at the reau, 734 Fifteenth Street, N.W., ashington 5, D. C.

THE $20,225,000 UNITED DEFENSE UND campaign this year has President wight D. Eisenhower as honorary chairman and General James H. Doolittle as campaign chairman. The UDF raises funds for UCDS, USO, American Relief for Korea, United Seamen's Service, American Social Hygiene Association, and for the defense program of the National Recreation Association. The Fund will request the above amount through Red Feather and other united fund-raising drives this fall.

▶ MICROFILM COPIES OF CURRENT ISSUES OF RECREATION magazine are now available to libraries to meet the problem of periodical storage. This has come about in answer to popular request. For further information write University Microfilms, 313 N. First Street, Ann Arbor, Michigan.

▶ EFFECTIVE THIS YEAR, future members of the national advisory committees of the National Recreation Association will be appointed to serve terms of three years duration. A certificate of appreciation will be awarded by the association to each member as he completes his term of service. See page 246.

▶ A THREAT TO PROGRESSIVE RECREATION DEVELOPMENT in California was removed when the state recreation budget was reauthorized in June, after the Senate Finance Committee, on May 26, 1953, had recommended its deletion.

▶ IN OKLAHOMA, Governor Murray has signed an enabling recreation bill, which should be instrumental in advancing recreation throughout the state.

▶ A STATE INTERAGENCY COMMITTEE ON RECREATION has been created in the office of Governor Battle, of Virginia. This is composed of the head, or his designated representative, of state agencies or their appropriate divisions. Among its many functions will be that of interpretation of recreation services provided by the various agencies, and recommendation to the governor of ways of strengthening and coordinating these services.

▶ NEARLY 18 PER CENT OF THE POPULATION of the United States falls into the handicapped category—in actual figures, more than 26,000,000 people. (See "These Also are Your Children," page 213.) Dates in October have been nationally designated by presidential proclamation as Employ the Physically Handicapped week. (See "Coming Events," page 256, for this and other national observances.)

▶ THE MOST IMPORTANT PROJECT TO BE UNDERTAKEN, as decided upon by the Midwest Recreation Policies Advisory Committee at its first meeting, is a campaign of public education and interpretation of the importance of recreation opportunities for all. Members are meeting on a state or area basis to discuss plans for carrying out this and other programs.

▶ RECREATION REFERENDUM TAX VOTE in Mendota, Illinois, passed with a count of 1291 to 750, and carried every ward in the city.

▶ THAT RECREATION IS VITAL TO DEFENSE has been stressed in an address given by John E. Moore, executive director of the UCDS, before the New Jersey Welfare Council. Mr. Moore reported that "on one vital defense project, which had an abnormally high labor turnover, a survey showed that the workers considered the lack of recreation facilities among the four major reasons for quitting. Parks and playgrounds provided by governmental bodies, community and neighborhood centers and specialized programs operated by private agencies—are two lines of attack on this problem."

▶ AS A NATIONAL CENTER FOR INFORMATION ON RECREATION, the National Recreation Association is in frequent need of details about interesting, specific projects being carried by local communities, especially with regard to servicemen and defense workers. This is a request to all RECREATION readers, therefore, to supply the association with such information from time to time. Clippings from local newspapers are acceptable, but you may find it necessary to supplement these with additional background or facts.

Immediate positions available in the United States or overseas, with the *American Red Cross* (hospital recreation) or with *U.S. Airforce or U.S. Army Special Services*. Applications for any of these positions should be made through Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Editorially Speaking

RECREATION Magazine

Organization

Beginning NOW, in this issue of RECREATION, we present a new experiment involving the articles in the magazine's three major departments—GENERAL, ADMINISTRATIVE, PROGRAM—which heretofore have been scattered throughout the book. These articles will now be gathered together into separate sections of their own. We feel that our past treatment of the three departments has made the material in each hard to locate and that the new arrangement will make them more "visable" and more accessible for ready reference. It is our plan to strengthen and build up each one of these sections as much as possible, and in order to do this we need your assistance.

Please look through this issue carefully with this in mind, and let us have your comments. Be sure to give some thought to what material, specifically, *you* might be able to send us as a contribution to any one of them—in addition to suggestions.

Because an overlapping of these subjects exists—for program is a part of administration, and administration is a part of program, and "general" articles often cover both—it is to be hoped that the administrator will not skip reading the program section, and vice-versa. This, of course, is the danger involved in the use of labels and is our chief concern regarding the success of the new plan. What do you think?

Something New Has Been Added

A new section is introduced on page 233, which we are calling "Idea of the Month." In it we'll try to give you, monthly, a workable suggestion as full of details as possible. We'll also try to show how each idea can be adapted for use in *your* community. Look for it in every issue!

You'll want to keep a record of these ideas for future use. Instead of cutting up the magazine, why not set up a simple card file, giving the title of the article and the issue it's in? And please send us ideas! *Let's work together.*

Future Issues with Special Emphasis

Outdoor Winter Sports	November	1953
Young Adults	January	1954
Day Camping	March	1954
Playground Issue	May	1954

Administrators

On the eve of his retirement in 1952, Willard E. Givens, the executive secretary of the National Education Association, stated, "I've always thought there are two basic things that a superintendent had to keep in his own hands, and those two he certainly has to be prepared to do.

"The two basic things are (1) to direct personally the public relations program, and (2) to supervise personally the selection of personnel. The hardest task the superintendent has to face, from the standpoint of day-to-day work, is to make his decisions on a professional rather than on a personal basis. I've seen many a man within a school system promoted or demoted on account of the personal relationships between the superintendent and the individual. That, in school administration, is just as wrong as it can be. A man who isn't big enough to make all of his decisions as superintendent on professional grounds ought not to be superintendent.

"The only way to carry on a public relations program is to let the people know what the facts are. If citizens know that things need to be changed, they will help to correct them. But a fellow who tries to cover up will eventually get caught at his own game."—From "So I Go Out Gladly" in *The Nation's Schools.*

High Cost of Football

Upon the announcement, last spring that New York University has added itself to the list of colleges that have dropped football as an intercollegiate sport, the New York *Herald Tribune* commented editorially as follows: "N.Y.U. reflects the problems besetting collegiate athletic programs in general. The old excuse for subsidized football was that it provided income which supported non-remunerative collegiate athletics, such as 'minor' sports and intramurals. This no longer seems to be the case, at least not invariably. Chancellor Henry T. Heald, in his frank report on N.Y.U., says: 'Students, alumni and the general public have demonstrated that they will only support a winning football team. Winning a few games is not enough. The team must rate nationally to get local support.' Thus it illustrated the continuing transformation of football from an expression of school spirit and competitiveness to a commercial enterprise. One is not necessarily exclusive of the other, of course, but the fact is that the commercial aspects of intercollegiate athletics have, in recent years, dominated all others. Now they have reached such a stage that teams which cannot make good commercially find it impossible to play at all."

Young Adults

Mimeographed copies of "Teen-Age Youth and Young Adults in Today's World," by Marion Robinson, are available from the National Social Welfare Assembly, 134 East 56th Street, New York 22, New York, for ten cents per copy. This is a report on the Consultation on Current Social Factors Affecting Teen-Age Youth and Young Adults, held under the auspices of the Education-Recreation Division in October 1952 and issued last spring. It presents, in digested form, the exchange of ideas, observation and information of national youth agency representatives, social scientists and youth educators.

a new dimension in playground planning!

Creative Playthings, Inc., pioneers in the development of play materials for early childhood education, now offers a *complete playground planning, design and building service* through its newly-formed Play Sculpture Division.

On its staff are leading designers, sculptors, engineers, educators and landscape architects, including such well-known names as Isamu Noguchi, E. Moller-Nielsen (Sweden), Robert Winston, A. Vitali (Switzerland), etc.

The Play Sculpture Division is currently co-sponsoring—together with the *Museum of Modern Art* and *Parents' Magazine*—a nationwide Play Sculpture Competition.

Play Sculpture Division maintains a permanent display and resource center at 5 University Place, New York. You are cordially invited also to visit our exhibit at the forthcoming National Recreation Congress in Philadelphia.

We invite your inspection and inquiry.

Full descriptive literature will be sent you on request.

PLAY SCULPTURES *DIVISION*

CREATIVE PLAYTHINGS, INC., 5 UNIVERSITY PLACE

NEW YORK 3, N. Y. • • ORegon 4-7858

The goal of the department is to bring re
creation to *all* of the people of Philadelphia
Officials here open Crystal Pool for the season

The Philadelphia RECREATION Story

Fredric R. Man

PHILADELPHIA, one of the nation's oldest cities, has long been known for its homes, its "brotherly love," its interest in family living, and its unusually rich cultural resources. Quiet acceptance, however, of historic surroundings, great universities, world-famous museums and orchestras, and established religious traditions was lulling this giant community to sleep in the midst of its memorials to independence.

A city that had always been great was allowing the past to encroach upon the present and eclipse the future. A once proud spirit was being overtaken with lethargy, and contentment passed for civic pride. But the giant was not, as some thought, altogether asleep. He was stirring and making plans.

On April 17, 1951, the citizens of the third largest municipality in the nation adopted, by referendum, a new Home Rule Charter and the giant city of Philadelphia was fully awake once more. On January 7, 1952, a new administration took office, the long-fought-for charter was put into effect, and a new chapter in the Philadelphia story was begun.

Among the sweeping changes that this civic reform movement brought with it was the creation of an autonomous department of recreation. Formerly just a bureau in the welfare department, the new department was to be headed by a commissioner and a deputy commissioner and superintendent, and its functions were defined, in part, as follows:

> To formulate a comprehensive and coordinated program of cultural and physical recreational activities to be instituted and conducted in all city recreational facilities, including those managed and operated by the Fairmount Park Commission.

The Department of Recreation shall also, the charter read, manage and operate the city's recreational facilities, "and itself, or by contract, construct, maintain, improve and repair such facilities."

Recreation had come of age in Philadelphia, and May
Joseph S. Clark, Jr. conferred upon me the honor of bei
appointed the first commissioner of recreation the city h
ever had. To help me in the enormous task of introduci
this new concept of recreation to Philadelphia, I ask
Robert W. Crawford to come from Oakland, California
be deputy commissioner and superintendent of our recre
tion department. To our great good fortune, he accepte

Although there had been some form of municipal rec
ation in Philadelphia since 1912, there had never be
such a clearly defined expression of the people's desire f
a total community recreation program centered under o
management. The charter brought together under t
aegis of the Department of Recreation—in addition
playgrounds, recreation centers, and pools—such diver
elements as the municipal stadium, "all parks and squa
not managed and operated by the Fairmount Park Co
mission," the boards of trustees of the American Fl
House and Betsy Ross Memorial, of the Atwater Kent M
seum, and of Camp Happy, the Recreation Coordinati
Board, and the Fairmount Park Commission itself.

Our first job, obviously, was to survey this broad admixture that was our inheritance from Philadelphia's earlier ages in recreation administration. Upon assuming the position of recreation commissioner, I stated that we should have an appraisal made of the program and facilities under the jurisdiction of the Department of Recreation, and of the relationships between the public agencies that have responsibility for recreation. I felt that this should be done by a disinterested organization and one which was thoroughly competent to perform this task. The logical choice was the National Recreation Association.

An advisory committee with George D. Butler as chairman, and a field staff directed by H. C. Hutchins, undertook this enormous job for the National Recreation Association. Within, approximately, a three-month period, they made "A Study of the Public Recreation Properties, Programs, and Inter-Agency Relationships in Philadelphia"—a city of over two million people covering 133.6 square miles. Their outstanding report, dated November 1, 1952, is unquestionably the finest and most thorough study ever made of recreation in Philadelphia.

In his foreword to the published report, Joseph Prendergast, executive director of the National Recreation Association, pointed out that "numerous distinctively good recreation services are being rendered with important recreational overtones which probably few citizens realize exist in their 'City of Brotherly Love.' On the other hand, the city's recreation facilities and programs are strikingly deficient in many respects."

Among these striking deficiencies, the study, in its section on public recreation properties, the area that most immediately concerns us, reports these findings:

"Philadelphia is woefully lacking in neighborhood playground space . . . neighborhood parks represent less than a fourth of the amount considered necessary . . . facilities for indoor recreation in city ownership are seriously deficient in number . . . serious defects are present in many recreation buildings . . . swimming places within the city are with few exceptions substandard." One statement I should like to quote in its entirety: "Not one of the observed recreation sites developed since 1946 could be designated as a well-planned area. Evidences of poor construction are apparent even to the casual observer."

According to Mrs. Sara S. McNeil, director of the welfare department before the advent of the charter and the new administration, recreation was at a low ebb in Philadelphia at the end of World War II. An aroused citizenry, tired of this neglect, "began bombarding the Department of Public Welfare, the city councilmen, and others, with letters, petitions and group visits."

The result was that between December 20, 1945 and September 14, 1951, a total of $18,150,000 was allocated under a special loan fund to a capital budget program for recreation facilities. Most of this money was spent on playgrounds.

These playgrounds had not escaped the notice of Mr. Crawford and myself in our initial tour of the properties belonging to the recreation department. Though our first interest, at that time, was in the design and equipment of the various recreation facilities, evidences of poor construction made it necessary for us to decide upon a more extensive examination of properties developed from 1946 to 1951.

What we found was not only defective workmanship and inferior construction but also a lack of planning to the point where, even if the contractors had complied to perfection with the plans and specifications given them, the facilities would still have been most inadequate. It could be said, without fear of contradiction, that not one of the new playgrounds developed with the money from the 1946-1951 loan fund could qualify as a well-planned playground or playfield.

Today we have a new philosophy of recreation for Philadelphia, and we have put it into action. Our goal is to bring recreation to *all* the people of Philadelphia, through up-to-date facilities, an enriched and expanded program of diverse activities, and utilization of the city's tremendous cultural endowment.

At the core of our philosophy is what we believe to be the essential foundation for any new recreation structure: a professional staff to provide the quality of leadership that recognizes individual differences, basic needs and social goals.

THE AUTHOR

MR. FREDRIC MANN *is the commissioner of recreation and the president of Robin Hood Dell, Incorporated. Philadelphia, Pennsylvania.*

In order to attract and secure competent personnel we developed new standards for all professional positions and made it our business to see that the salaries were commensurate with the responsibilities required. Other attractions were offered such as the forty-hour, five-day week. A reclassification and pay plan for the entire city made our job easier. Nevertheless, recreation personnel for the first time received salaries comparable with those of others

Artist's rendition of McCoach Recreation Center with alterations planned to provide for a more effective recreation program.

engaged in allied fields. We re-wrote all the job specifications for the entire department, in which the standards were raised to insure qualified personnel to carry out a meaningful and purposeful program.

We started an on-the-job training program for our general staff, and have followed it with an intensive in-service training program for recreation leaders. We have established a workshop for the production of a Department of Recreation staff manual to be used by all leaders and supervisors. We inaugurated a monthly staff bulletin to keep our people aware of what is happening within their department.

Our reorganization plan called for the operation of recreation centers and playgrounds on a year-round basis for the first time in the history of Philadelphia. Formerly, the playgrounds were only operated under recreation leadership during the summer months. The fine spirit and high morale of our staff is reflected in the enriched programs we have offered, and in the enthusiastic response of the people of Philadelphia to a program that includes music, drama, dancing, and arts and crafts, as well as athletics.

We did not, of course, stop there. From sponsoring the Greater Philadelphia Drama Association to leasing the city's largest private pool and operating it on a non-segregated basis for the first time, we have participated and/or cooperated with almost every organized activity in the city, as part of our program. Games, tournaments, celebrations, championships, parties, festivals, leagues, are the standard fare of our activities. What we do besides would be too lengthy to explore here, though I would cite music as an example. In addition to the Christmas carols in the City Hall courtyard and the annual singing tournament, we had in Philadelphia in 1952 over one hundred free concerts by such diverse groups as the Philadelphia Orchestra, the Robin Hood Dell Orchestra, the Police and Firemen's Band, the Philadelphia Brass Band, the New Year Mummers string bands, and the American Federation of Musicians Union Band. These concerts were given at the centers, the playgrounds and in the park, directly or indirectly through the efforts of the recreation department working with other city departments.

Through the Department of Recreation budget an allocation was made for the Robin Hood Dell concerts. The Friends of the Dell raise $75,000 and the city makes available $75,000, for these popular concerts. Over 400,000 tickets will be distributed through the office of the recreation department for eighteen evening concerts and three afternoon children's programs with the outstanding artists in America on the program. Free concerts are given by the Philadelphia Orchestra and a grant was made to underwrite these through the recreation department; and the tickets are distributed through our offices.

Grants of $25,000 each are made by the city through our department—to the Museum of Natural Science, the Museum of Natural History, and the Franklin Institute for the promotion of their cultural programs. The Atwater Kent Museum and the Betsy Ross House are also a part of the Department of Recreation, which gives us a close tie-up with the cultural organizations and activities of the community.

The largest departmental commission of the recreation department is the Fairmount Park Commission, which is responsible, in the words of the charter, for the "recreational activities in Fairmount Park and other city parks

anaged and operated by the commission . . . in accord-
ce with the recreational program formulated by the De-
rtment of Recreation." In addition to the parks under
e direct supervision of the Fairmount Park Commission,
ere are 131 parks and squares under the immediate su-
rvision of the department itself.

In order to achieve a maximum degree of coordination
all recreational activities conducted by the department,
e Fairmount Park Commission, and the Board of Public
lucation, a Recreation Coordination Board was created.
iis board makes recommendations to the recreation com-
issioner on all matters pertaining to joint use of facilities.

A very close relationship is being worked out with the
blic schools, in which a full use of facilities can be util-
ed. A pilot project will be initiated in the fall in which
e Board of Education will make available to the De-
rtment of Recreation a sum of money, which will be
atched by the latter, for the development of a program
der the supervision of the recreation department for a
mber of school buildings which serve areas of our com-
unity but are not now serviced by the public recreation
partment or private agencies.

**mp Happy has been relocated on a 544-acre site in the Po-
no Mountains. Note the camp buildings in the background.**

Since many of our facilities are out-dated and out-moded
id have been poorly designed, we asked the City Council
id the City Planning Commission for capital funds
hich, when properly spent, would assure Philadelphia of
iving some of the finest recreational facilities in Amer-
a. A six-year capital program for recreational improve-
ents calls for an expenditure of over fifteen million dol-
rs. This money has already been scheduled. In addi-
on, we envision that several million more will be needed
r improvements for facilities under the Fairmount Park
ommission. Over three and a half million dollars for
ew improvements will be spent during this year.

From the drawing boards of our planning and construc-
on section and from budget and finance conferences and
erhaps, above all, from the willingness of the City Coun-
cil and civic-conscious citizens supporting us, we have evolved a program of recreational facilities in Philadelphia which, when completed, should be second to none.

Although many of the projects will be under construction, none will be completed before the National Recreation Congress meets in Philadelphia the first week in October. However, we will have models and drawings which should be of interest to those delegates who are in the midst of planning a construction program. We are doing everything in our power to see that the new facilities are functional and are so designed to serve not only a wide variety of interests but also to serve all age groups of our population.

Our work with the public schools, housing projects and Crime Prevention Association, our pilot projects at the Youth Center (formerly the house of detention) and Riverview (formerly the home for the indigent), our purchase of a 544-acre site in the Pocono Mountains, relocating the city's old Camp Happy—these things would, in themselves, require a chapter to relate. And they are only some of the broad-scale interrelationships we have established in assuming our proper part of the city's responsibility for the health, welfare and recreation of its people, and in making successful human relations an essential ingredient of all our programs.

The playground being constructed at Eighteenth and Bigler right now, with its separate areas for tots, teenagers, adults and senior citizens, with its variety of games and equipment, its functional contrasts in surface and material, will be the first of its kind in this area, where a spray-pool is an innovation, and creative play-sculpture is almost daring. And this is but one example of what we will do everywhere we can, each time fitting the solution of the problem to the nature of the particular area.

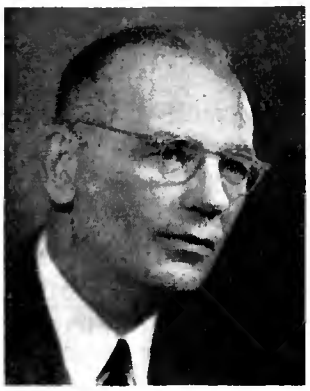
We have established no standard operating procedure, we have adopted no pet formula. We are armed only with our desire to be forward-looking, and our willingness to test new ideas. We are not satisfied with shinier versions of five-year-old equipment, and we do not feel bounded by the dictates of tradition. We are human, and we will make errors, but we will remain open-minded—faithful to those principles of recreation in which we sincerely believe, and responsible to the people of Philadelphia who have placed faith in us.

Recreation has, we believe, come of age in Philadelphia. The story is being written in reality as I write this on paper. I have been able to give only an imperfect statement of our aims, our plans, our accomplishments, such as they are. It is my hope that many of you will come to the National Recreation Congress in Philadelphia this year to see and feel for yourselves that spirit and purpose which pervade the whole movement of recreation here, and which, try as I may, I can only inadequately convey.

"The so-called 'emergency' is fast becoming for Americans the normal way of life. . . . Let's stop being defensive about defense."—Dr. Leonard Mayo

35th NATIONAL RECREATION CONGRESS

Dr. Ralph Sockman



Dr. George Deaver

Mrs. Howard Braucher

Hugh Pomeroy

Speakers

• Pennsylvania's Governor John S. Fine, Mayor Joseph Clark of Philadelphia, and Dr. Ralph W. Sockman will address the 35th National Recreation Congress at Philadelphia, September 28 to October 2. Other speakers at the Congress general sessions will include: Lieutenant General Laurence S. Kuter of the Air Force, Mrs. Howard Braucher, Dr. Luther Gulick, Hugh Pomeroy, Dr. Paul Douglass and Joseph Prendergast. Delegates to the Congress are assured a lifting of their sights through the messages of these outstanding speakers.

The address by Mayor Clark will open the Congress. The swift action of his new city administration in the field of recreation is well known to recreation leaders throughout the country. Not so well known are other changes which this reform administration has effected. The Congress welcomes this opportunity to hear from Philadelphia's brilliant and effective mayor and to commend him for the advances which have already been made in his city.

Dr. Sockman of Christ Church, New York City, one of the world's great ministers, has consented to give the banquet address. Dr. Sockman's voice is known throughout the country because of his radio work; and now Congress delegates will have a chance to receive from him personally the deeply inspiring message which he has the power to give.

General Kuter, commander of the Air University at Maxwell Air Force Base, Alabama, will bring to the Congress a reminder of the importance of recreation for the men in all kinds of uniforms.

Mrs. Braucher, widow of Howard Braucher, philosopher and administrator of the National Recreation Association for more than forty years, has a real message for the Congress as a result of her many years of very close association with the movement. She continues to take an active part in the recreation field as a volunteer worker on the staff of NRA.

Dr. Luther Gulick, Dr. Douglass and Joseph Prendergast will speak at the Tuesday morning general session. Dr. Gulick and Dr. Douglass, chairmen of committees advisory to the association in the fields of research and personnel, will tell of the plans and the work accomplished in these fields; and Mr. Prendergast will make a report to the Congress on the work of the National Recreation Association in the past year, and the plans for the immediate future.

There has been great interest in planning for recreation, and Wednesday morning's general session will feature this subject, with a panel headed by Hugh Pomeroy, director of the Westchester County Planning Commission, New York. The panel will consider such questions as the importance of recreation as an essential part of the city plan, and the importance of relating plans for recreation areas to the total plans for the city. This should prove a very valuable and interesting part of the week's program.

At the Monday afternoon meeting on recreation in hospitals, Dr. George G. Deaver of NYU-Bellevue Institute of Physical Medicine and Rehabilitation, whose reputation in the field of rehabilitation is widely known, will speak on "The Role of Recreation in Rehabilitation." Another feature of the hospital meetings will be a demonstration of the value of recreation to chronic hospital patients by a group of patients being brought to the Congress from Goldwater Memorial Hospital in New York City, under the general direction of Mrs. Beatrice Hill, consultant for Recreation Rehabilitation Services in that hospital and in Bellevue. Mrs. Hill is author of *Starting a Recreation Program in a Civilian Hospital.*

Otto T. Mallery, a lifelong Philadelphian, who has been a member of the board of directors of the National Recreation Association since 1912 and is now chairman of the board, will convene the Congress on Monday night.

The Reverend Paul Moore, Jr., of the association, will give the invocation. Other board members scheduled to preside at various sessions include: Frederick Warburg, Grant Titsworth, Susan Lee, Frank Adams, William Davis and Rachel Gallagher. This year's toastmaster will be Gaylord Donnelley, president R. R. Donnelley and Sons Company of Chicago.

Among the arrangements for entertainment, the usual tea will be given by the association, to welcome guests to the big meeting. As a part of the Congress program, a performance will be given by the Temple University Concert Choir under the direction of Mrs. Elaine Brown. As Philadelphia is famous for string bands, arrangements are also being made for one of the best in the city to play for the Congress. A demonstration of rope skipping will be given by the Rope Skippers, a group of teen-age girls from Bristol, New Hampshire.

Philadelphia, with its wealth of historical and cultural treasures, is an intriguing city, and delegates will be given an opportunity to see the sights. The local arrangements committee is providing two well-planned tours: Tour #1—*General Tour* with emphasis upon historical sites; Tour #2—*Recreation Tour* with emphasis upon recreation areas and facilities. Twenty-minute stops will be made at special spoints of interest. The general tour will be $1.65 and the recreation tour $1.25. Both are scheduled for Wednesday afternoon, September 30th. Delegates, upon arrival, should study details of the two tours and purchase tickets before Tuesday night, September 29th.

Among other *Special Interest Tours* will be one on hospital recreation and one for those delegates who would like to observe recreation for older persons.

Other special features are still being arranged as RECREATION goes to press, and everything points to a very full and a very successful program throughout Congress week. *(Continued on Page 208)*

Gen. Laurence Kuter

Mayor Joseph S. Clark

Dr. Luther Gulick

Special feature of hospital meetings will be demonstration, conducted by Mrs. Beatrice Hill (left), with patients from Goldwater Memorial Hospital, New York.

- If you hove not yet seen the Congress Preliminory Progrom write for o copy immediotely. Address T. E. Rivers, Secretory, Notionol Recreotion Congress, 315 Fourth Avenue, New York 10, New York.
- If you hove not mode hotel reservotions yet you should do so without further deloy. Your request should be sent to the Bellevue-Strotford in Philodelphio or to the hotel of your choice. Reservotions ore not being hondled by NRA.

35th NATIONAL RECREATION CONGRESS

Exhibitors

• Exhibitors of commercial products and services provide some of the most important information for delegates at the National Recreation Congress each year. Their presence at the Congress is welcomed by executives, board members, and others with responsibility for keeping up to date on new developments in equipment, supplies and services.

At Philadelphia, the exhibit area will be set up in the Clover Room and in the Red Room of the Bellevue-Stratford, on Ballroom Floor.

Exhibits will be officially opened at 9:30 A.M. on Monday, September 28. They will be open daily until 6:00 P.M. except on Monday night when they will remain open until nine. Names of representatives of exhibitors will be listed in the Congress Program, and a special pamphlet concerning the products and services on display will be distributed at the registration desk.

The list of exhibiting firms, as of the deadline for this issue of RECREATION, is shown at the right.

Adjacent to the exhibit area will be the consultation center, staffed by specialists from NRA, and the registration desk.

There will be space this year for educational exhibits on the eighteenth floor of the Bellevue-Stratford. A display on the Philadelphia Story in Recreation is being prepared by Robert Crawford, deputy commissioner and superintendent of recreation. Arrangements are also under way for exhibits related to hospital recreation and to recreation leadership training; and a display of annual reports is included.

In planning your busy Congress schedule, be sure to allow time to visit and study the exhibits which are being prepared for your information.

American Playground Device Co.
Anderson, Indiana

American Shuffleboard Company
Union City, New Jersey

Association Press
New York, New York

Banball
Elmhurst, New York

Berlin Chapman Company
Berlin, Wisconsin

Wesley Bintz
Lansing, Michigan

Boin Arts and Crafts
Morristawn, New Jersey

J. E. Burke Company
Fond du Lac, Wisconsin

Calcium Chloride Institute
Washington, D. C.

Cleveland Crafts
Cleveland, Ohio

Coca Cola Company
New York, New York

Dudley Sports Company
New York, New York

The Felt Crafters
Plaistow, New Hampshire

General Electric Company
Schenectady, New York

Hanna Manufacturing Company
Athens, Georgia

Hillerich & Bradsby Company
Louisville, Kentucky

Earl H. Hurley Associates
Corry, Pennsylvania

The MacGregor Company
Cincinnati, Ohio

Magnus Brush & Craft Materials
New York, New York

Miracle Whirl Sales Company
Grinnell, Iowa

National Bowling Council
Washington, D. C.

Nehi Corporation
Columbus, Georgia

Pepsi Cola Company
New York, New York

Play Sculpture Company
A Division of Creative Playthings, Inc
New York, New York

Radio Corporation of America
Camden, New Jersey

Rek-O-Kut
Long Island City, New York

The Rex Corporation
West Acton, Massachusetts

Square Dance Associates
Freeport, New York

Sun Aired Bag Company
Sunland, California

United States Rubber Company
New York, New York

Digitized by Microsoft®

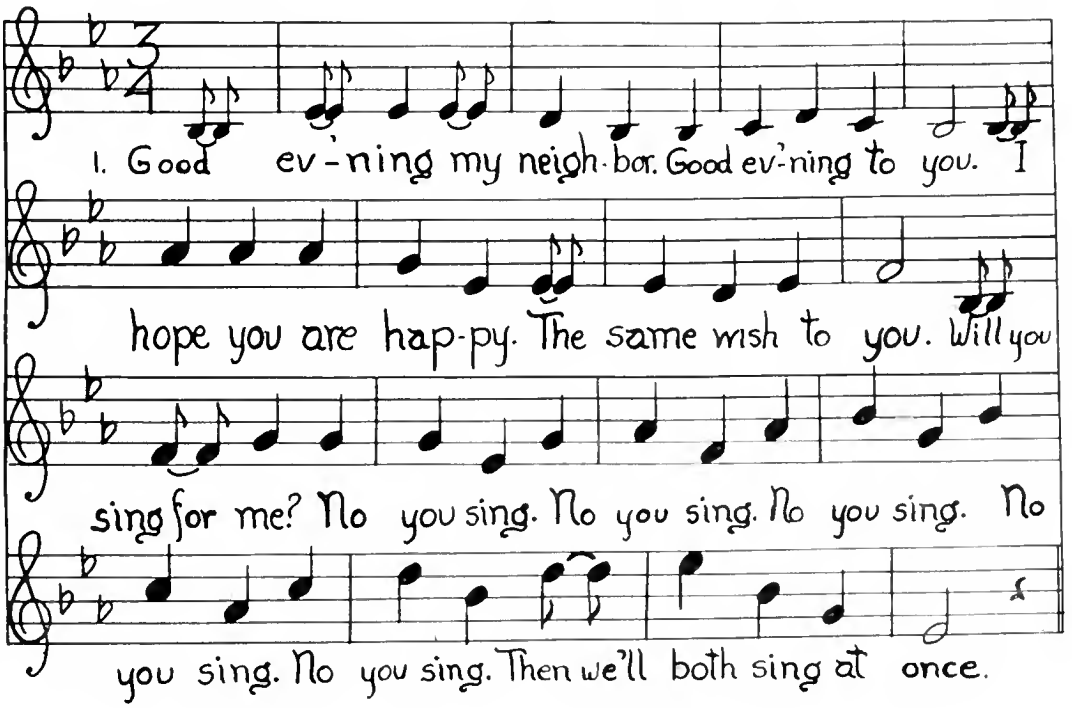
Good Evening, My Neighbor

Words and music by Phoebe K. Higgins

In Seattle, one of our greatest pleasures was meeting Mrs. C. W. Higgins of Reno, Nevada. We roped her into helping us with our amateur talent show—and discovered that she could write songs and poems at the drop of a hat! Of course, we begged for samples. Here's a fun song, made for action, and guaranteed to break the ice at any meeting or get-together. Try it with gestures, whenever you're trying to get a group to laugh and relax. (Congress groups—*attention!*) We think you'll like it.

New Aetion Song

This is, of course, a dialogue song, sung by two people as a stunt song, or by a group, in which each person turns to his neighbor, or half the group "talks" to the other half. It should be accompanied by broad gestures and pantomime—low bows, arm and hand gestures, changes in facial expression, changes in tone of voice, and so on.


1. Good ev-ning my neigh-bor. Good ev'-ning to you. I
hope you are hap-py. The same wish to you. Will you
sing for me? No you sing. No you sing. No you sing. No
you sing. No you sing. Then we'll both sing at once.

2

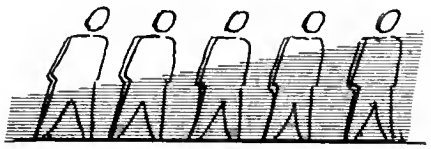
Shall we sing about the roses?
Or the moonlight and trees?
Or the birds flying upward?
Or the soft summer breeze?
Well you start. No, you start.
No, you start. No, you start.
No, you start. No, you start.
Then we'll both start at once.

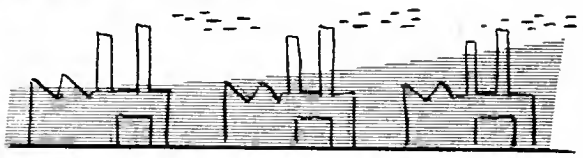
3

Excuse me for not singing.
And pardon me too.
Has your voice really failed you?
Yes, I find that is true.
Will you sit down? No, you first.
No, you first. No, you first.
No, you first. No, you first.
Then we'll both sit down now.

Attention students, counselors, and all of you who recruit for your own profession . . .

PEOPLE, POWER and LEISURE





Paul F. Douglass

TWO EVENTS occurred at the beginning of our century which, taken together, explain much that has happened during the lives of all of us. In 1905, Albert Einstein stated his famous formula that $E = mc^2$. Through it he laid the foundation for the *atomic age*. The following year, in 1906, the organization of the National Recreation Association bore witness to the fact that science wedded to industry had so multiplied the power of man that he had time to *play* as well as work. Human beings began to experience something permanently new in history—the opportunity to enjoy free time without compulsion. Thus, at the threshold of the 20th century, the twin phenomena of (1) available power and (2) available leisure stood side by side.

Released from drudgery by technological advance, people soon found themselves to be the owners of two precious and very personal possessions. The first was *money* to spend in full freedom as they chose, over and above the demands for mere physical existence. The second was *time* to enjoy as they chose, outside the routine by which they earned their livings. Men who knew more about the past than they could imagine about the future, predicted in these early days of this century that free time and spending money would erode human character when men were released from the age-long disciplines of poverty and wearisome toil. The vision of the National Recreation Association, however, saw in available leisure the opportunity for man to experience inner growth and to enjoy this world in which God has placed us. When Thomas E. Rivers, assistant executive director of the National Recreation Association, recently met His Holiness Pope Pius XII in audience, Rivers observed that, next to religion, the wholesome use of leisure stands as an important avenue to abundant life. One of the testimonies to this fact is the existence on the grounds of Vatican City of a playing field built over a quarter of a century ago by gifts from the Knights of Columbus of St. Louis. A young priest from Whitman, Massachusetts, by the name of Francis Joseph Spellman, served as the first coach and recreation director of that facility.

In the near half-century since the National Recreation Association was founded, America has witnessed two apparently contradictory trends; both are the products of modern technology. Howard Mumford Jones describes one of these by saying that our century has been one of *increasing horror*. It has been the most savage period in human history. Recreation people see the same period to have been one of *increasing opportunity for pleasure*. As never before, man has had freedom to enjoy himself although he has been constantly haunted by premonitions of his doom. Liking statistics, I find the proportion of this pleasure expressed in the statement that in this year of 1953 the amount of money spent by Americans for recreation of various kinds will exceed the entire national income of the United States twenty years ago. In 1932 our national income was just under $40,000,000,000. This year rec-

DR. PAUL F. DOUGLASS *is the chairman of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.*

reational travel alone will rise to almost half that sum. It has become the third largest industry in the nation, exceeded in size only by agriculture and manufacturing.

If time permitted, I should like to talk about the vast recreational activity of the American people, tell about the millions of sports fishermen, hunters, bowlers, golfers, skiers, private rowboat, motor boat, sail boat, and yacht owners. I should like to tell you how public recreation facilities provide pleasure for millions of people annually on bathing beaches, on baseball diamonds and soft ball fields, in outdoor and indoor swimming pools; for men, women, and children attending zoos, going to band concerts in public parks, playing golf on public courses, enjoying picnic areas; and millions taking advantage of arboretums, archery ranges, boating centers, bowling greens, bridle trails, camps, conservatories, gardens, handball and horseshoe courts, museums, nature trails and centers, skating rinks, tennis courts, and many other kinds of facilities. I should like to speak of Americans engaged in music and drama, in arts and crafts, in square dancing, and in a hundred-and-one activities which encourage people to enjoy time. In all of these pursuits the inward person expands to encompass the fullness of creation and realizes that "the earth is full of the goodness of the Lord."

Have you ever stopped in your busy lives to think about time? *To possess time we must plan for it and we must use it.* Otherwise it escapes us; it has no meaning and no purpose. It is what you and I *do* in time that makes it count. Organized recreation seeks to give meaning to leisure time.

You can see that recreation has become an intimate part of the lives of Americans of all ages. The provision for leisure time activities has become a huge operation requiring vast facilities which must be administered efficiently by trained professional people. To the professional leadership of recreation, the National Recreation Association devotes its whole energies as a nonprofit, nonpolitical, nonsectarian organization. Its sole purpose is to help people enjoy new-found leisure in wholesome and genuinely "re-creating" activity.

Recreation as a Career

I hope that some of you may choose recreation as the field to which you propose to devote your life energies. For others, I hope that a "look" inside the profession will awaken you to a deeper appreciation of what recreation means. Perhaps you may want to volunteer as public-spirited assistants to share your skills and abilities with others in off-hour periods. As citizens, all of us have the obligation to see that recreation is adequate, honestly administered, and sincerely enjoyed.

When a young man or woman is in the process of choosing a career, he or she asks a series of questions something like this: (1) What is this and how much does it pay? (2) Where do I find out about the profession? (3) What should I study to prepare for it? (4) Where should I study? (5) How do I get a job?

What is the profession and what does it pay? Recreation as a profession provides a trained and sympathetic leadership to guide and serve the leisure time interests of all people. It seeks to enlarge their interests, perfect their skills, and to encourage the satisfaction which comes from the feeling of doing a thing a person wants to do well. It furnishes opportunities for self-expression and personal growth that increase the joy of living. Like most professions where people work unselfishly with people, recreation pays no salaries which make people rich, although much personal inner satisfaction may result. The median salary of superintendents of recreation in 143 American cities stands at $5,120 with the range from $2900 to $11,000. The average salary of supervisors of special activities such as music and drama is about $4900. In 1951 the median salary for persons entering the profession with master's degrees was $3741 with the range from $3000 to $5000. The National Recreation Association has long been a leader in bringing about a standard position classification and salaries appropriate to the classification.

Where do I find out about the profession? You find out about the profession by writing to the National Recreation Association, 315 Fourth Avenue, New York. You will find upon reading the literature that recreation leadership offers a wide choice of types of service. You may wish to enter public recreation conducted by cities, counties, states, and the federal government. Or you may prefer a civilian position with the armed forces. Again, you may find your field of usefulness in hospitals, or in industry, or in various kinds of institutions. You may prefer work with voluntary youth-serving agencies such as the YMCA, the YWCA, the CYO, boys' clubs, Boy and Girl Scouts, teen-age centers, 4-H clubs, and churches. Recreation offers a broad field for your choice according to your own interest and inclination.

What should I study to prepare for it? Willard C. Sutherland, who heads the recreation personnel service of the National Recreation Association, thinks an undergraduate should pursue a course consistent with the objectives of general education during the first two years in college and specialize in recreation courses in subsequent years to the extent of about forty per cent of the total credits required for the bachelor's degree. In his general education foundations the student should seek to understand the structure, nature, and social relationships of man. He should know about the world he lives in and the nature of man's environment. Courses in biology, physiology, geology, botany, and astronomy have special value to recreation workers. The student should also reach into the history and skills of the cultural arts, be-

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From an address discussing recreation as a career. Presented to Second Student Conference on Inter-American Culture and Education, Rutgers University, April 1953.

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ing familiar with literature, drama, music, art, dancing, crafts, writings and participation activities. Because much of the work of a recreation person depends upon knowledge of educational methods, he should know the theory and practice of education and how to deal with people as individuals and in groups. Graduate courses should be planned carefully in terms of personal occupational goals.

Where should I study? Some fifty-four colleges and universities, conveniently distributed in geographic areas, offer undergraduate major curriculums in recreation. In 1952, 392 students took their baccalaureate degrees with a major in recreation. At the present time there are about 1600 undergraduate students majoring in recreation. On the graduate level about twenty institutions offer work leading to the master's degree and five to the doctor's degree. In 1952, 173 students took graduate degrees in recreation, New York University and Indiana University leading in the number conferred. The graduate student body in recreation numbers about 400. The National Recreation Association issues a bulletin describing various kinds of student assistance available at specific institutions on both the graduate and the undergraduate level. In general, assistance falls into these classifications: (1) a fellowship paying a cash stipend, (2) a graduate assistantship with apprentice duties performed in return for tuition and sometimes a small stipend, (3) a teaching fellowship paying a stipend in return for which the student does limited teaching, (4) internships providing practical on-the-job experience in certain institutions while the student carries work at an academic institution, and (5) general scholarships paying part or all of tuition fees.

How do I get a job? This is a down-to-earth question which every young person faces. The alert student keeps his eyes open. He talks to successful operators in the profession. When he meets with recruiting officers, he finds that they give special attention to his academic training, to his work experience, to his personal qualifications, to impressions gained in a personal interview, and increasingly to performance on written examinations. But here again the National Recreation Association is ready to help. It maintains a personnel service where qualified workers may register for employment. Through this service many recreation agencies secure outstanding personnel. Best of all, the Association takes a continuing interest in the professional advancement of recreation workers. It is this kind of close teamwork in the interest of recreation that builds morale and wins the respect of the public for the recreation profession.

How Can I Serve as a Citizen?

Many people have a deep interest in recreation, but do not wish to take it up as a career or profession. Often people ask how they can serve in this field as citizens. The citizen interested in recreation can play a very important role. Recreation needs citizens on private and public boards. In one New Jersey city the wife of a dean of a college exercises her citizen rights to lead a recreation board. In a Florida city a young woman, with a master's degree in recreation, married a lawyer and became a citizen interested in doing her part for recreation as a highly intelligent and useful member of a board. Recreation needs citizens who understand its goals and who are willing to support it with their time, talents, energies, and money.

Recreation has come of age; and it has become an international movement. When I stop to think of the fact, I wonder if perhaps the common denominator of our global confusion is not the yearning of people to find free time and to enjoy it—without anxieties.

Of this one thing I am convinced: recreation takes the combined efforts of dedicated people. Whether you engage in recreation professionally or whether you merely enjoy recreation in your leisure, I hope that you will understand its significance in this growingly united world of ours.

Teamwork

Lucile Coleman

In ball games there is nothing so important
As the teamwork that the players must control,
And the people of the world should team together
For the peace that has become their living goal.
No one is independent of the other,
They all must trade resources to retain
Good will enough to call each other "Brother,"
With friendship as the ultimate in gain.

Miss Coleman, the New York State chairman of National Poetry Day, October 15, has had some of her poems published in the *New York Times* recently. She wrote "Teamwork" at the request of Otto T. Mallery, chairman of the board of directors of the National Recreation Association.

These Also Are Your Children

Helen Hugo

THERE HAVE BEEN many informative articles printed of late in the popular publications about the mentally handicapped child. The *Ladies Home Journal* published one of the first in 1950, written by Pearl Buck, entitled "The Child Who Never Grew." *Parent's Magazine* in 1951 printed "New Hope For The Different Child" by Eugene Graham. In August of 1952 *Today's Health*, published by the American Medical Association, ran an article, "Planning For The Feebleminded" by Kenneth Robb. In October of this past year the *Saturday Evening Post* presented the article, "Retarded Children Can Be Helped" by Steven Spencer. "Our Neediest Children" written by Albert Deutsch appeared in the *Woman's Home Companion* in January 1952; and there have been others. The children written about in these articles are also your children.

Your community has its share of the mentally handicapped. At least one per cent, or 1,600,000, in the country are so afflicted. Often they are unaccepted by their own families who do not understand them. Many are not accepted by the schools whose programs are not geared to them; and most of them are not accepted by the community that is uninformed about their potentialities. Parents of mentally defective children are now, in twenty-five states, nearly 20,000 strong and organized to procure aid in solving the problem of teaching and training these neglected children. The parents of these children are taxpayers in your county, they are your neighbors on the next block, they are the merchants in your city, professional people, citizens from all walks of life.

One may well ask then, what are causes of mental retardation if heredity is not acknowledged as the most important factor? Research into the causes of mental deficiency has been practically nil compared to research into those of polio, cancer, rheumatic fever. In most cases of mental retardation, it has been found that the brain has been defective in developing in the embryonic stage. Many of these children are physically as well as mentally crippled because the brain area that controls bodily movement and speech has also been injured. Others may have severe brain damage but no outward physical defects that are evident to the eye, so that many possess a physically mature body but, within this, the undeveloped mind of a child. Present medical treatment cannot restore the damaged brain cells; training can, however, help these children to function at their maximum capacity.

This is the prime objective of the training program that is now being carried on in state schools and homes for the mentally handicapped child. Where some years ago the mentally deficient were given custodial care, now our state institutions' program objective is to treat, teach and train these patients. We aim, through our program of therapeutic activities, to vocationally and socially rehabilitate them. We strive to stimulate them so their interests can be converted into effort, to encourage them into finding new avenues of expression through creative activities in crafts and music, to train them so their abilities can be fully developed, to teach them so their behavior is socially accepted, to counsel and direct them so they can grow through experiences.

In the state institution the recreation program offers the following activities: athletics, folk dance classes, weekly dances, choral groups, community singing, drama, creative crafts, hobby clubs, game room sessions, and a student council which affords training in democratic living through the students' own organization and publication. When the boys or girls return to their communities they will need to be accepted and have an opportunity to take part in the community recreational activities.

The community recreation leader can be the important link between the institution and the community. To further mutual understanding we use every opportunity to bring the community into the institution and take the institution into the community. We welcome organizations bringing entertainment to our students and we, in turn, take our boys and girls into the community to take part in athletic events and local fairs and special parades.

If the community playground director is to be the important link between the institution and the outside, he must understand some of the basic needs of mentally defective children. They have a need to belong, to be accepted by family and community; they need aid in building self confidence; they need to be encouraged and reassured; they need recognition and the opportunity to gain status in both work and play. The recreation leader should understand that the mentally handicapped should not be required to compete on the individual bases in most activities. Team competition, however, is not too threatening because it is overshadowed by the group acceptance of each member. Separate activities are not needed for the mentally handicapped child, as

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MRS. HELEN HUGO *is the supervisor of rehabilitation therapies at the Sonoma State Home, Eldridge, California.*

he improves by having the opportunity to play freely with the normal child who, we note, fully accepts him. It is a fact that the mentally handicapped child is easily discouraged and requires constant praise and reassurance. In order to work successfully with him the leader must understand that the group must be kept small, so that individual attention can be given and instructions for the participants can be patiently repeated. The leader must accept the mentally handicapped person on the level at which he is then found to be functioning, and this requires observation. For example, in a folk dance class a therapist noticed that many of the boys and girls were confused about which were their right hands and feet so she quickly had all the couples tie red ribbon on their right wrists—which simplified the following of directions. It is not uncommon to find a mentally handicapped boy who has low intellectual ability and is unable to count but has shown he could reproduce a perfect miniature of a nearby community church. So it is that the mentally handicapped child has capabilities as well as limitations and the recreation leader can help the community realize this.

We, in the institutions, have seen boys and girls return to us, not because they failed on the job assignment, but because the time off the job—their leisure hours—was not wisely used. These mentally handicapped persons did not know where to find friends in the community, or where to find activities that would welcome them as participants. This, then, is a challenge to every community recreation leader—to effectively work with the local parent groups, the schools and state institutions which are training these mentally handicapped people. To rehabilitate the mentally retarded child, send him back to his family and to the fullest life possible, will require the help and understanding of every community leader.

Camping with the Mentally Retarded

Joseph S. Smith

• The sidewalk in front of a building in San Francisco was strewn with bed rolls and an assortment of luggage. It was a bright June morning in 1952, and a group of fifty-four excited youngsters waited for the buses that were to take them to a camp. This might have been any group of children going to any camp, but it was not. . . .

In December, 1950, a group of parents and friends of mentally retarded children had formed an organization to help the mentally retarded child to become an accepted part of community life. Their aims were to provide a facility for the post-school group of retarded children, to add to the public school program for the school-age children, and to establish a pre-school program where the young child could begin his early training and parents could participate in an educational program.

In June of 1951, Aid Retarded Children, Incorporated, held its first summer camp with sixteen children in attendance. The results of this experience encouraged the organization to attempt, in 1952, a similar project on a much larger scale.

The camp staff consisted of a general camp chairman, director, registered nurse, and twelve counselors. Three of the counselors were teachers of "exceptional children" in public school systems; the others were parents and members of Aid Retarded Children.

Counselors' meetings were held each evening to discuss and evaluate the day's program. These resulted in the setting up of the following camp objectives:

1. To give campers an opportunity for broader experience in socialization.
2. To help in the development of self-reliance.
3. To offer healthful outdoor living.
4. To provide broader avenues of social and living experiences than are available in the average home.
5. To provide opportunity for recognition and achievement by the child.
6. To provide opportunity for the parent to gain objectivity on the whole problem of the retarded child.
7. To provide opportunity for training experience for persons planning to work in special education, mental hygiene or related fields.

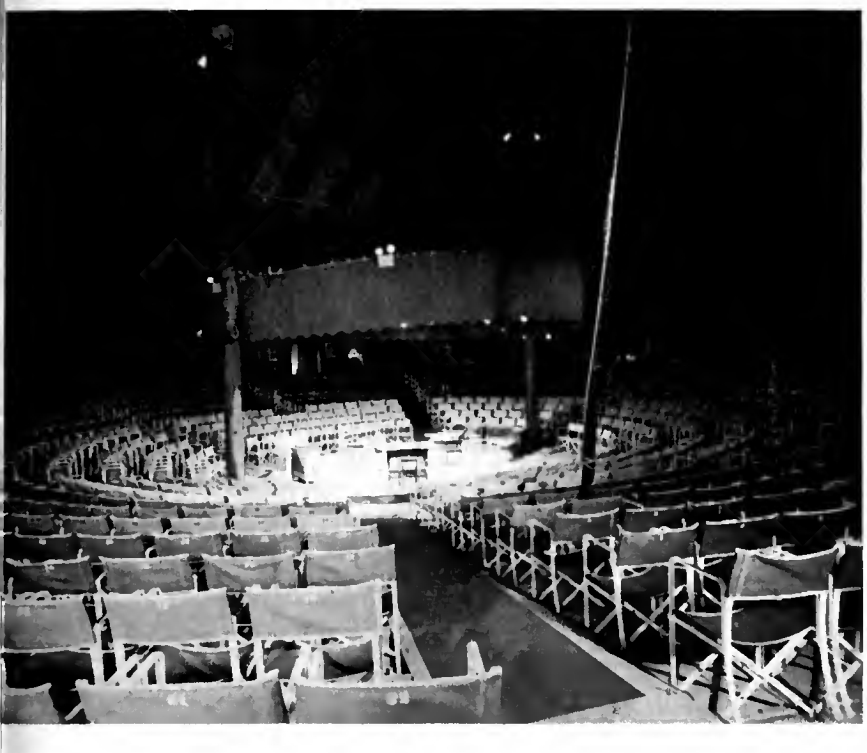
Among the recommendations for 1953:

1. If possible, the camp nurse should be experienced in working with retarded children—and ill or disturbed children should be placed under her care, without parallel care or suggestions by counselors unless requested by the nurse.
2. Counselors should be persons with some understanding of the retarded child and with an aptitude for working with groups of children and associating cooperatively with other counselors. In addition to the volunteer parent-counselors, some effort should be made in the future to secure a larger number of college-age counselors.
3. There should be a ratio of one counselor for every four campers and one unassigned counselor for every seven counselors to assist, relieve, provide liaison with medical facility, over-all supervision, and so on, and at least two counselors in each cabin.
4. The camp director should submit job analyses for counselors and consult with the group in preparation of a handbook describing what can be expected of the retarded child in a camp setting.
5. The chairman and/or committee should endeavor to enlist the services of group work consultants in planning the camp program.

We saw the most sheltered and the most retarded members of the groups begin to show signs of awareness of self in relation to others—an awareness of self-importance and a sense of belonging. Many of the children who seemed quite helpless when the program got under way were showing a high degree of improvement at the end of the camping period. Group dynamics had served well in the matter of stimulating all members of the group to feel a sense of importance and a desire to become an active part of the group.

It was the motto of the camp that every camper must have a pleasant experience, one that he should long remember; and in a real sense the meaning of this motto was fulfilled.

MR. JOSEPH SMITH, *camp director, is the recreation therapist at the Sonoma State Home in Eldridge, California.*



Orchestra pit covered with platform and seats, no musical shows presented first season. Dressing rooms connected with tent entrance by a covered passageway.

PHILADELPHIA'S *Playhouse in the Park*

W. H. Noble, Jr.

THE DECISION by the Fairmount Park Commissioners to give the citizens f Philadelphia inexpensive summer heater was prompted by the increasing opularity of a number of summer theters within an hour or two driving ime from the city. Why not bring this ype of outdoor entertainment right into the city and what better place than n Fairmount Park? The Robin Hood Dell symphony concerts in a lovely pen-air auditorium, high above the ast bank of the Schuylkill River, have een proven successful over the years. Vhy not give our citizens another type f entertainment on the west bank of he Schuylkill? It was definitely worth rying.

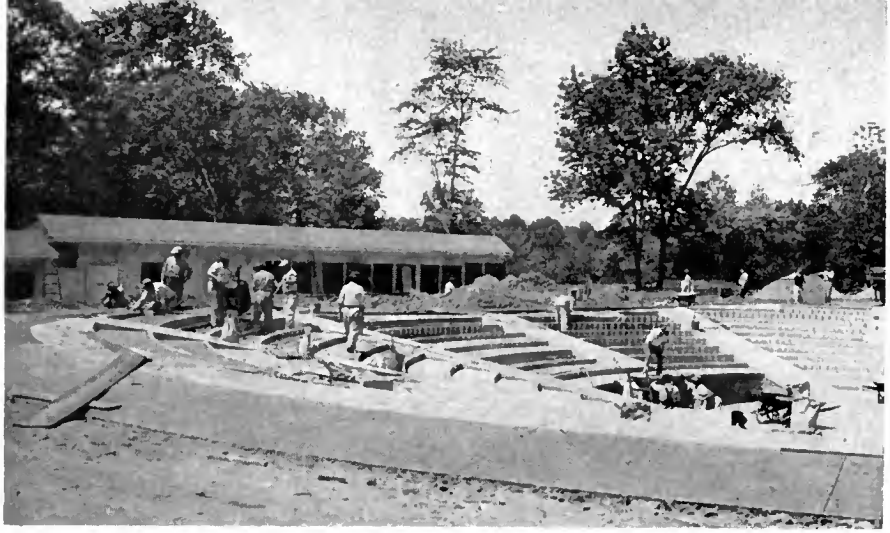
Belmont Plateau, one of the highest arts of West Fairmount Park, was selected as an ideal site. Important arteries nearby would make access, by motor, easy from several quarters of the city. A bus route was handy. Already a well-established restaurant was located in one of the famous Colonial houses of the park—Belmont Mansion. There were fine trees scattered about, open areas in abundance for parking, and a little Victorian kiosk for refreshments. Even a row of stables with their Dutch doors could be converted—with new cement floors—into dressing rooms. All these things contributed to the final great success of this season—our first.

Everything favorable for such a site was there, except the theater. The newly developed "theater-in-the-round" was decided upon as the most suitable type. Actually, instead of round, this became an oval plan with an oval stage, an oval saucer with terraces for the rows of seats and an oval tent above. Mr. Erling Pedersen of Philadelphia was the architect, and Mr. Arthur E. Campfield of New York constructed the tent—in blue and orange stripes—which added a great deal to the gaiety of the whole set-up.

The construction of the tiers was worked out in white cement blocks for the risers and cement for the treads, with the ramps down to the stage in cement. These were later covered with rubber mats. The aisle running completely around behind the last row of seats was cemented and also covered with rubber matting, both for safety and against the noise of late-comers. Drainage presented quite a problem, as a flash flood pouring down the aisles into this saucer would be inconvenient, to say the least. However, before the opening of the season, all grading was covered with grass and attractive planting, with walking areas in black-top.

The ticket office, built of cinder blocks, was painted white with red trim to match the dressing rooms and the concession booth. The roofs were

MR. W. H. NOBLE, JR. *is the assistant to the director of the Fairmount Park Commissioners in Philadelphia.*



White cement blocks were used for risers in constructing tiers.

green asbestos shingles. The converted stables, with showers, cross ventilation and individual wash basins, allowed space not only for the actors but for the construction of props and scenery, and storage of these, and a room for the "boss canvas man" who must live on the site to adjust the tent stays in case of sudden wind, rain, and so on.

It was found necessary to construct three small rooms, directly connected with the tent, to house the complicated switchboards and lighting system, a quick change room for the actors, and a room for props which could be brought down the ramps between the acts. These were painted to match the stripes of the tent.

The interior was as gay and colorful as the outside. The stage, a foot above the aisle around it, was carpeted. The white metal yachting chairs had seats and backs of yellow, red, green and blue canvas. The valance around the steel frame which contained the overhead lights was the blue of the tent stripes. The furniture and other props were, naturally, very low in order to obstruct the view as little as possible; and flowers and potted plants were used to add to the color of the scene. Loudspeakers and equipment were, for the most part, concealed.

While the theater was being constructed, a great deal of thought was going into the plans for the theatrical productions. It seemed sound to the Fairmount Park Commissioners that the prices should be very reasonable, well under the usual summer box office prices. The nightly top price was $2.40, scaling down to $1.20, but the small size of the tent and the lack of any apron or orchestra pit brought even the seats at each end of the tent (14th row) fairly close to the stage. The total seating capacity was around 1,000, with ten rows on the sides, or short axis, and fourteen rows on the long axis. The weekly gross receipts were $11,700 with capacity attendance. Matinees did not come up to expectations, but it was a long hot summer.

An experienced New York producer, Theron Bamberger, was engaged to handle the productions. His Bucks County Playhouse was well known to Philadelphians; and his was the task of assembling staff, actors and scenery for eleven productions of a week each. Each play was rehearsed the week before opening and a director, Gerald Savory, was secured. His experience included two years of directing "theater-in-the-round." Although many of the actors took parts in more than one play, the repertory system was not followed. The "leads" were changed each week, and more stress was put on all-around good production than on a famous star poorly supported.

The selection of the plays was made with great care. Not only must they adapt themselves to production "in the round," both from the actor's point of view and that of the setting, but they must be light and gay and send the audience away with a smile. The moral values had to be weighed and the language scrutinized, for it must be remembered that this was a municipal undertaking. Too broad, burlesque or slapstick comedy was not judged suitable or "amusing." Drawing room comedies by Coward, Lonsdale, Philip Barry, Savory and Moss Hart were interspersed with the more hilarious *Three Men On A Horse* and *Twentieth Century*. G. B. Shaw's *The Devil's Disciple* contributed satire, and was the final play of the season.

The eleven performances grossed $102,664 and played to an estimated 75,000 persons. The investment of the Park Commission included the major items of tent, electrical equipment, air-conditioning, and materials and labor put into the preparation of the site itself. The first season was considered a real success and it is planned to commence production a month earlier for the second season.

From the over-all recreation angle, the "Playhouse in the Park," as it was officially called, developed some interesting angles. It had been expected that many people would bring picnic lunches, and so tables were provided nearby. These were rarely used, though many people did dine before the performance on the terrace of the Belmont Mansion Restaurant nearby, parking their cars before dinner and then walking to the Playhouse. Informality was stressed, but there were not a great many men without coats though some bright sport shirts always appeared. Special buses came from scattered points of the city and these soon developed regular patrons, particularly for the matinees. A number of large business organizations bought blocks of tickets for their employees, although this angle of business wasn't worked up. Telephone reservations were held until eight o'clock and, by and large, the public cooperated with this plan. During hard downpours, the performances sometimes had to be stopped for ten or twenty minutes because of the noise of the torrent on the canvas. The audiences took this with good spirit and the house orchestra played their "rain repertory." The symphony concerts didn't appear to be hurt by the dramatic competition within the park.

The park commissioners and the officials of the city are unanimous in their feeling that to attract this many citizens into the park nightly for a pleasant evening has been well worth the effort expended.

EQUIPPING A CRAFT ROOM

Margaret M. Holt

THE CONCORD CRAFT ROOM, of Concord, North Carolina, is a beautiful example of community cooperation. The program is good by city standards, and for a town of 16,000 its accomplishment is remarkable. Requests have come for our assistance in establishing craft rooms in other places. The best help we can give is to tell exactly how we started our own successful venture and encourage each group to develop their program according to local needs. Every situation is different.

When the *Concord Tribune* printed a notice that on a Monday night in January, 1952, recreation director Bill Ridinger would meet with those interested in arts and crafts, a dozen interested, talented people responded. They were concerned with music, photography, the dance, dramatics, painting, ceramics and jewelry design. The group formed a council and planned committees to perfect each branch of the program. Music, photography, dancing, and drama were each developed separately; and ceramics, jewelry and metal work were listed together to be enjoyed in a proposed craft room. Four members of the group offered to assume responsibility for setting up an equipped room for craftsmen to use in pursuing their hobbies.

These four, Mrs. Springs McCoy, Miss Mary Propst, Mrs. Don Holt and Mr. Wesley Walker, met the next day in the community center rooms allocated to crafts and appraised the possibilities of the space. Two empty rooms, one 12 by 20 feet and the other 16 by 18 feet, three tables, the privilege of borrowing chairs from the assembly hall downstairs, use of a nearby lavatory with hot and cold water, $250 cash from the community budget for crafts, and a great deal of enthusiasm and determination were the assets at hand.

The previous training of these volunteers was of inestimable value. Mrs. McCoy had been an art supervisor and had studied crafts; Miss Propst, a school principal, had worked in crafts as a hobbyist; Mrs. Holt had studied arts and crafts extensively and had observed many craft rooms in operation; Mr. Walker had his own well equipped shop at home and operated his own kiln. Also, the requests filed in the recreation commission office for a craft room in town had brought to light a surprising number of interested craftsmen. The committee members agreed to equip the room eventually for ceramics, enameling on copper, jewelry design, flat silver work, copper hammering and etching, rug hooking, and painting in oils and water color. More requests for ceramics and rug hooking had been on record than for other crafts so these two were selected to start.

Mrs. Franklin Shinn, whose hooked rugs have received wide recognition, moved to the community center a neighborhood rug hooking group which she had been instructing and opened it to other interested people. These craftsmen needed only a strip cutter (at $12.95) and tables for working; so they started activities on March first.

To start from scratch in equipping for other crafts, the committee referred to the book *Where to Get What*, compiled by Penland School of Handicrafts, Penland, North Carolina.* Fifteen catalogs most closely related to our needs were chosen from the Penland lists and assembled by written requests. Many arrived with "price list on request" bottlenecks; so we suggest that, to save a week or more, the price list be ordered with the catalogs.

In planning for an opening date, two or three weeks should be allowed for catalog study and the making out of orders. Plan four or five weeks for delivery and the placing of supplies. Opening day is much easier if everything is in place and ready to go.

MRS. DON S. (MARGARET MCCONNEL) HOLT, *crafts counselor in Concord, has recently had published the complete record of this successful community program.* *See page 251.*

* Available for twenty-five cents.

Reprinted from "The Concord Craft Room Bulletin," published by the City of Concord Public Recreation Commission, North Carolina.

We tried to get all our supplies from as few sources as possible. Also, ordering from near-by concerns saves time and money.

After a comparative study of prices, freight rates, and services offered, we ordered the following—to supply at least twenty people:

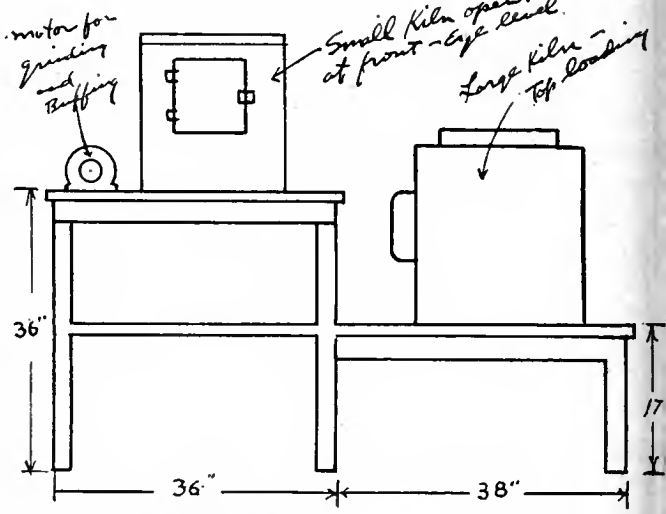
1 kiln, with pyrometer, to fire small clay pieces and enameling on copper (8- by 8- by 11-inch firing chamber)	$ 95.00
1 kiln, to be used with pyrometric cones to fire pottery (17- by 17- by 15-inch firing chamber)	149.00
1 dozen boxwood modeling tools (#5)	1.50
1 dozen boxwood modeling tools (#4)	1.50
1 box of 50 pyrometric junior cones (022)	1.50
1 box of 50 pyrometric junior cones (07)	1.50
1 box of 50 pyrometric junior cones (05)	1.50
1 dozen star stilts (1-inch)	.70
1 gross assorted stilts (1, 2, 3, 4, 5)	1.75
4 tile setters @ 1.25	5.00
1 kiln shelf (15 by 15 by ¾ inches, sillimanite)	4.00
4 kiln shelves (7½ by 8½ by ½ inches, semi-silicon carbide) @ 2.00	8.00
16 shelf supports (1 by 1 by 1 inch) @ .07½	1.20
12 shelf supports (1 by 1 by 2 inches) @ .25	3.00
8 shelf supports (1 by 1 by 4 inches) @ .35	2.80
1 elephant ear sponge (#2)	.65
1 dozen bisque plates (8-inch, modern)	2.75
2 dozen square bisque tiles (6 by 6 inches) @ 2.20	4.40
100 pounds (bag) terra cotta clay @ .06½	6.50
100 pounds (drum) white talc modeling clay (moist) @ .09	9.00
100 pounds (bag) white talc casting clay @ .10	10.00
Self-glazing engobes	5.20
1 pound dark blue	1.30
1 pound dark brown	1.30
1 pound dark green	1.30
1 pound light green	1.30
Glazes (leadless glazes, safe for use in food containers but a little difficult to apply and fire smoothly)	23.20
10 pounds transparent @ 1.20	12.00
1 pound white	1.30
1 pound royal blue	1.30
1 pound turquoise	1.30
1 pound chrome green	1.30
1 pound light green	1.30
1 pound pink	1.30
1 pound Chinese red	1.30
1 pound golden yellow	1.30
Semi-moist underglaze decorating colors	6.00
1 set (8 colors)	3.00
1 set SP (8 special colors)	3.00
Underglaze crayons	2.50
1 set (8 colors)	2.50

Later—after we found people were interested in underglaze decoration of tiles and plates—we ordered:

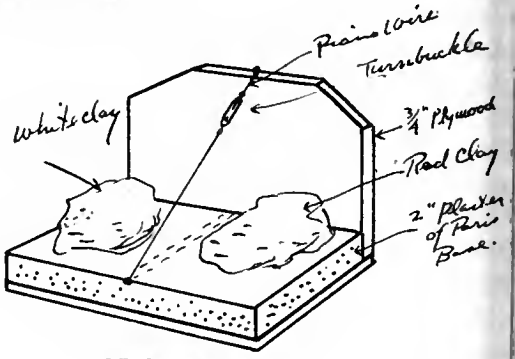
5 elephant ear sponges @ .65	3.25
1 bag (100 pounds) red clay	7.00
1 dozen bisque plates (8-inch, rim)	2.75
4 dozen square bisque tiles (6 by 6 inches)	8.80
100 pounds molding plaster (from local building supply)	

Recently we found buff-color, moist firing clay locally for three cents a pound in plastic bags. Ordering clay in plastic bags could eliminate clay containers—except one for keeping clay for a long time—and small plastic bags are convenient for keeping individual clay pieces moist during construction, and are much simpler to handle than a damp box.

While the above orders were being shipped, the following building was done in the rooms: shelves were installed in closets; a two-level table was built of heavy material to hold the two kilns. (The high level was for the front-opening enameling kiln; the low level was for the top loading kiln.) There was a shelf under the high table to be used for storing kiln furniture.



Two-level Kiln Table



Wedging Board

A table with shelves was built to hold the wedging board, and the wedging board itself was made separately so it could be portable if necessary. The wedging board, used for conditioning clay, is a box made of ¾-inch plywood and filled with 2 inches or more of plaster of Paris. A piano wire is stretched from the raised back of the box to the center front and kept taut by a turnbuckle. Clay is cut on this wire and kneaded on the plaster till the right degree of moisture and plasticity is reached for good modeling. The left side of the plaster is used for white clay only and the right side for red clay only, one being covered while the other is in use.

The wedging board could be eliminated and clay kneaded on wooden tables as in the Orient, but most potters in this hemisphere do their wedging on plaster.

A long table with shelf beneath was built to hold molds, slip and tools. A group of shelves was built for glazes. The two tables already in the room were strengthened with angle irons and all the new lumber was stained a dark color. A drawing of the general arrangement further illustrates this workable room.

Lumber for the construction cost $32.38, carpentry

$31.15. Other materials bought locally were: oilcloth for the table tops, $2.44; exhaust fan installed above the kilns, $30.51; galvanized cans (seven-gallon size)—one for white clay, one for red clay, and one for plaster—two enamel wash pans for mixing plaster and catching glaze when pouring; two enamel buckets; one strainer; two large spoons; one screw driver; one pair of pliers; one grind stone; and one set of kitchen scales.

Materials loaned or donated by interested citizens: molds and pieces for demonstration; a motor for buffing and grinding; laboratory equipment which had belonged to a local physician; two spacious sets of shelves; kitchen scales and jars; and modeling tools made of popsickle sticks.

When the room was ready for opening, *The Concord Tribune*, always most cooperative, carried a notice requesting each hobbyist to bring a small brush, sponge, rags, newspapers, jars for glazes, and a small bowl for water.

The committee established a long-term plan to have one of their number responsible for answering questions and sharing ideas at each session. The fact that all instruction was to be done by volunteers released to us the money that had been allotted for instruction ($247.50). Our total now for equipment was $497.50, and we needed all of it. One committee member advanced $100 to be returned slowly in the form of materials used; so the total amount available was about $600.

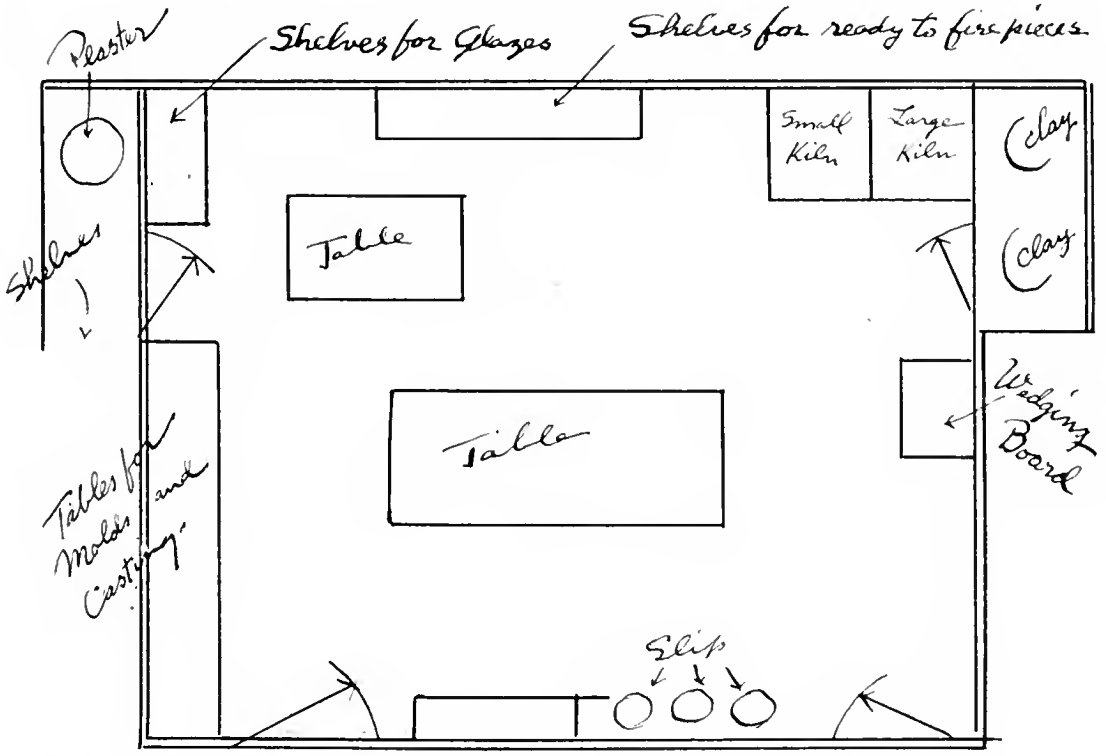
On the first day, March 15, twenty-six people enrolled and each one made something. By the last week in April, fifty-five people were busily potting. On May 15-17 the group took part in the community's first Art, Craft and Hobby Show with a creditable exhibition. In two months, more than a hundred pieces had been made and fired.

The volunteers had not planned to teach. This room was to be just a place to work and share ideas, and to keep materials supplied at cost; but so many eager craftsmen-to-be had so many questions that we found ourselves teaching at a desperate rate. Soon each one who had learned a bit was helping a new one and the group became soundly constructive.

In encouraging the individuals to visualize the finished product, each was asked if he wished to make a small or large piece. One pound of clay will make a slab about 8 by 10 by ¼ inches. After estimating the size of the project, each one weighed his own clay; wrote a sales slip with date, name, and cost carefully noted; and put the money in a designated container.

We suggest having at hand white and red modeling clay and white slip (liquid clay). Buy moist modeling clay by the hundred pounds and sell it by the pound. Buy slip in five-gallon containers and sell it by pint or quart. Red clay, both modeling and slip, is resistant to thermal shock and can be used for cooking dishes, especially if glazed on only the inside. It is wise to use leadless glaze for this.

Those who wish to organize and direct ceramics in a craft room can gain much from the following books:



How To Make Pottery And Other Ceramic Ware—Muriel P. Turoff.

Pottery—Its Craftsmanship and Appreciation—E. de Forest Curtis.

Practical Pottery—R. Horace Jenkins.

Pottery Made Easy—J. W. Dougherty.

Simplified Ceramic Art—Jane Griffith Pottery House.

Our curriculum now offers a wide range of processes from start to completion of the product. After all the proc-

esses are complete, the pieces are measured (height by width by depth) and charges figured at one cent per cubic inch, which pays for glaze, firing and instruction all at one time.

Our first session ran from March 15 to May 18, and the summer session from June 15 to August 15. When the summer budget was planned, the recreation commission allotted money for a paid staff member (twenty hours a week at $1.00 an hour) for the craft room. The committee had found it would strengthen the program to have one responsible member who could be present at all the sessions to coordinate the planning, buying, firing the kilns, and collecting and keeping accounts.

At the beginning of the summer program, the craft group took one more forward step: equipping the metal working room. The ceramics had built up a small cash balance that could be used to buy the equipment.

The metal room opened June 21 and a number of enameled copper ash trays, hammered copper dishes, acid bite monograms and hammered silver pieces were made. The summer exhibition of ceramics and metal work was on display in the window of a local store for ten days and attracted favorable attention from the community. A hundred pieces were selected for the show.

On the walls of our craft room we have posted this guide:

Rules and Regulations

1. This craft center is a place to be used by responsible people who like to do creative work with their hands.

2. No previous training is necessary, but craftsmen and artists with training are welcome to use tools and equipment and should be willing to share their knowledge and skill with those who have had no previous training.

3. Supplies purchased from the center, and cubic inches of space used in the firing of kilns must be paid for when ordered.

4. Each craftsman will be held responsible for leaving the place as clean or cleaner than he found it.

5. Clean-up period will begin thirty minutes before closing time.

6. Each member will regard with respect the objects made by fellow workers, especially those marked "Do not touch!"

7. Any financial gains of the craft center shall be used to maintain present equipment and provide additional equipment as needed.

In addition to books on crafts offered by the Concord Library, one worker has placed in the craft room her books, and also a file of *Ceramic Age* magazine for five years and *Popular Ceramics* for one year.

Our craft rooms are open to all who wish to work in the mediums we offer. Invitations are given repeatedly through the local newspaper and by craftsmen themselves.

Please be assured that a craft room does not have to be as elaborate as ours to be successful. A bag of clay, a few sticks, a little glaze and a home-made kiln, can produce good results. Detailed plans for a 9- by 9- by 12½-inch kiln costing less than $10 are given in Muriel Turoff's book *How to Make Pottery*. A kiln kit can be bought for less than $50. For the metal working room, one saw, a pair of snips, and two pairs of pliers can produce good jewelry and flat silver without solder. A small blowtorch can be added later.

None of us will say it is easy to set up a craft room; but we can tell you that, for people who wish to create something, there is nothing more full of meaning. We have made new friendships and we have seen new facets in old acquaintances. The philosophy we develop when disappointment must be accepted and a new start made braces us for more serious demands, and the delights the craftsmen share when something turns out well are memorable.

RECREATION LEADERSHIP TRAINING COURSES

Short-term training opportunities during the fall and early winter are presented here:

Date	*Location*	*For Further Information*
October 12-21	Black Hills Recreation Leaders Laboratory, Nemo, South Dakota	Miss Mary Frances Lyle, Assistant in Club Work, College Station, South Dakota
November (date not determined)	Workshop for Recreation Leaders in Religious Organizations, Spring Mill State Park, Indiana	Mr. Robert W. Tully, School of Health, Physical Education, and Recreation, Indiana University, Bloomington, Indiana
December 27-January 3, 1954	Christmans Country Dance School, Berea College, Berea, Kentucky	Mr. Frank H. Smith, Box 1826, Berea College, Berea, Kentucky

All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the dates indicated:

January, February and March programs will be listed in December—information should reach us by October 15. April, May and June will be listed in March—deadline for information is January 15. July, August and September will be listed in June—deadline for information is April 15. October, November and December will be listed in September—deadline for information is July 15.

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SPORTS MOTIVATION

From a talk given at the Pacific-Southwest District Recreation Conference, Long Beach, California.

William F. Keller

TOO OFTEN, we in municipal sports are accused of "promoting and over-expanding our athletic programs for selfish and bureaucratic justification." The word *promotion* has long been associated with unsavory connotations. Therefore, I prefer to use the word motivation instead of promotion. For to motivate is defined "to create incentive, cause motion." As leaders, supervisors and administrators, that is just what we do every day. We put sports activities into action.

I wonder if the time has not arrived when we no longer need to use high pressure methods in selling a philosophy or a program of sports participation to the youth and adults of this nation. Today, we are recognized as men of a profession. We sit at the same table and break bread with respected government officials, attorneys, engineers, medical doctors, military officers, and educators.

Instructors, equipment, time and place are all lined up for scheduled meeting of the Ottawa Playground Hockey School.

I am suggesting a basic formula, prescribing the fundamental elements which, in the long run, if followed in minute detail, may contribute to the success of a particular sports activity or program. This prescription may well be applied to any recreation activity.

Publicity: Before we can get any activity rolling, we must get the word to Mr. Citizen. We must assume that he knows nothing of the activity—what the game is, how it is played, when and where it can be played, what equipment is necessary, how much it costs and who plays.

The avenues by which this information can be best disseminated will be listed later. Getting the word to citizens must be planned well in advance, presented while "hot" and, above all, must be constant.

Preview: To arouse interest, it is well to devote considerable attention to the "preview." An exhibition can be colorful, stimulating, and interesting; or it can be just plain dull and monotonous. Often, the outstanding perfection of technique and skill of a champion may discourage, rather than encourage, participation. There also is the moral conduct of a champion to consider. Is he or she an honest, clean sportsman, or a poor sportsman, poor loser? In introducing a new sport, do not hesitate to explain scoring, some rules and regulations. Point out outstanding plays, shots or skills.

Demonstration: We should provide a demonstration by well-known coaches or experts; they need not be the stars or champs. During the demonstration session, we should go into more detail as to various techniques, strategy, posi-

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tion, skills or tricks of the trade. Sometimes it is well to have a coach or past star handle the microphone, explain the action and form of the contestants. A good gimmick often employed is to take someone from the crowd who has never seen or played the game before, and have the star or coach give the person a few personal pointers. A sports director can secure excellent instruction films, or movies, of an outstanding game, contest or tournament from sporting goods dealers, local sports clubs or the Athletic Institute in Chicago. These can be shown, with a narrator, prior to the demonstration. Be sure to invite the press, park and recreation board members, potential officials and local old-time stars or champs. The local former stars many times can make or break a new activity or program.

Instruction (Individual): We should have a well-planned clinic, school or scheduled class organized, with instructors, equipment, time and place all lined up. The length and frequency of the classes, naturally, depend upon the activity. Schedule classes at a time most convenient to the greatest possible number of participants. It might be well to run two clinics at different times, or on different days. Stress individual attention and instruction; and never hesitate to adapt the rules to your facilities or to the abilities of the participants. In most instances, the department may find it advantageous to provide all the equipment.

Officials: Officials are most important to the success of any sports program, and every sports division should be capable of selecting and training them. A contact with various official associations will usually provide you with qualified officials; however, the sports administrator must recognize poor officiating. By training its own officials the department makes sure that they are well-versed in the rules of the game and in the general policies of the department. This system also affords complete control over the officials. However, contracts between departments and official associations have often operated quite successfully. Too much stress cannot be placed on the quality of officiating. Officials can give a sports administrator more headaches than any player, team, league or association, park board, or city council. In most sports, one can find a national association of officials and can secure rule books, qualification standards and written examinations. The securing and training of officials should be done concurrently with preceding elements.

Teams and Leagues: Formation and classification of teams, and organization of teams into leagues, are important procedures. Usually, teams pick their own personnel, but it may be necessary for the sports administrator to assist team managers in this. It is well to keep the teams as balanced as possible. A system of player registration, player contracts, rules insuring that a player will participate, rules prohibiting teams from "loading up" and protection of sponsors against loss of equipment are items requiring consideration. All sports administrators should concentrate on providing a more complete understanding with the sponsors on the operation of the leagues. We have found that a pre-league practice round, with each team playing three games, usually enables us to do a pretty good job of classification and gives us a good opportunity to train, grade and select our officials. Pre-league or pre-season tournaments are less effective; tournaments should end, not start, a season. Six-team leagues playing three rounds with a run-off between the winners of each round will prove most satisfactory. Personally, I believe we are hurting a sport when we extend our play the year round. Such a policy creates individual sport specialists and sport illiterates, which is con-

Avenues of Motivation *(Public Information)*

1. *Newspapers:* Supply sports editors and writers with material, *personal* invitations to tournaments, dinners and special events.
2. *News service:* Send human interest stories, pictures, names, daily games results, schedules, and tournaments to the newspaper office in *plenty of time prior to deadline.* Send special articles to magazines.
3. *Photographs:* Send pictures of teams, champions and action shots to newspapers, magazines, park bulletin boards.
4. *Radio:* Give sports announcers information on new and special activities, tournaments, weekly schedules.
5. *Television:* Sports announcements and periodic televised programs.
6. *Motion pictures:* Department action movies, instruction movies, championship and Olympic movies can be shown as part of clinics or entertainment programs.
7. *Handbills and leaflets:* Send to service and fraternal clubs, veterans' organizations, PTA's, and other youth serving organizations; also distribute via utility bills.
8. *Letterheads and envelopes with department insignia.*
9. *Posters:* Use on park and plant bulletin boards and in sporting goods stores.
10. *Direct Mail:* Send monthly bulletins to newspapers, organizations, employee recreation clubs.
11. *Postal cards:* Use for announcements of tournaments, schedules and special events. Cartoons attract attention.
12. *Programs:* May be printed and sold at games.
13. *Sports division booklets and rule books.*
14. *School Media:* Papers, bulletin boards and coaches.
15. *Activity and annual reports:* Send to newspapers, magazines, interested groups, members of park and recreation board, council, city manager.
16. *Miscellaneous:* Tickets, book tickets, complimentary tickets, gate prizes, bumper cards, public transportation and taxi show cards.
17. *Others:* Exhibitions, clinics, sports movies, annual sports show or award dinner, father and son nights, duffer leagues, window displays, film announcements at local movie houses, and announcements at teen-age dances.

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trary to the philosophy and objectives of a balanced recreation program.

Sports Association Committees: The sports administrator should look around for good sport has-beens to head up the protest committee, officials committee, tournament committee, banquet committee and other committees that a local situation might demand. However, the administrator should be very careful not to create a machine where, ultimately, the tail might wag the dog.

Championship Contests and Tournaments: Championship contests, or tournaments, are most essential to the motivation of any sports program, but, I wonder if we have not been guilty of placing too much emphasis upon them. We must have champions; however, haven't we gone a little overboard with our open tournaments, our invitational tournaments, our double eliminations and last, but not least, good old Shaunnessy? We have, in most cases, already determined our league champs and now we come up with another champ. Personally, I'll always be satisfied with league champions and a city champ. Excessive tournaments are costly and require too much in time, facilities, and personnel.

Records and Standards: Individual and team records, standings, and averages must be maintained, for while the sports staffs have to burn midnight oil, and maybe miss church on Sunday, such information provides interest to the individual participant and, most of all, to local radio and television announcers and sports writers. This information should be placed on bulletin boards and posted on the courts, ball fields, swimming pools, casting pools, archery ranges, tennis, basketball, volleyball and horseshoe courts. Such information, mimeographed and sent to industries and sponsors will maintain interest and increase attendance, especially at crucial games. At the start of league play, have 8- by 10-inch pictures taken of every team. Display these pictures by leagues—and you have your pictures ready when the championship play-offs roll around.

Recognition: No sports program is complete without some instrument whereby appropriate recognition is extended, not only for championships, but for sportsmanship and outstanding officiating, the assistance of the press, the volunteers, the sponsors, the association or club which has backed your programs, and the committees who handled the "hot potato" protests, finances, tickets, and so on, the members of your staff who have unselfishly and loyally contributed many hours beyond those paid for, and last, but very important, the city fathers who allotted the money which made possible your program.

National Conference on Sports Competition

The National Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age was held in Washington, May 25 and 26, 1953, after our last spring issue of RECREATION was off the press. Its purpose was: to discuss programs and principles of competition; to determine the extent of agreement among the various groups as to the correct program; and to ascertain what areas should be explored to solve some of the existing problems. Group representatives on the steering committee were: Mrs. Rollin Brown, National Congress of Parents and Teachers; Dr. Ray O. Duncan, American Association for Health, Physical Education, and Recreation; Dr. Robert W. Eaves, Department of Elementary School Principals; Mr. F. S. Mathewson, American Recreation Society; Mr. Simon A. McNeeley, Society of State Directors of Health, Physical Education, and Recreation; Mr. Arthur Williams, National Recreation Association. In addition to educational and medical representatives, spokesmen for Little League Baseball, Pop Warner Foundation Football and Biddy Basketball also sat in on the informal meetings.

This two-day conference is significant in that it marks, for the first time, the meeting of professional education, medical, and recreation leaders representing almost all organizations serving the child, with leaders of organizations which promote highly competitive activities for children of elementary school age. These leaders assembled with a feeling of good will and friendliness, and approached the problem of establishing desirable practices of competition for children in an objective manner. Except for one instance there was complete absence of emotionalism.

The conference report presents the following broad principles, or criteria, to be used as a basis for planning programs for boys and girls of elementary school age:

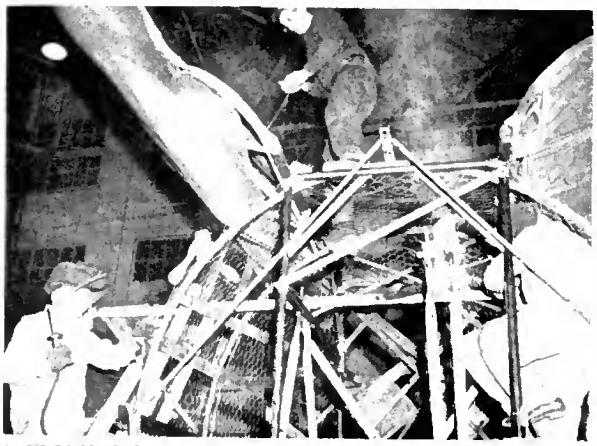
1. Programs of games and sports should be based on the developmental level of children. Boxing, tackle football, ice hockey and other similar body contact sports should not be included in any competitive program for children twelve and under. (One dissenting vote)
2. These programs should provide a variety of activities for all children throughout the year.
3. Competition is inherent in the growth and development of the child and, depending upon a variety of factors, will be harmful or beneficial to the individual.
4. Adequate competitive programs organized on neighborhood and community levels will meet the needs of these children. State, regional and national tournaments, bowl, charity and exhibtion games are not recommended for these age groups. (Three negative votes—two because it is not strong enough and one not agreeing)
5. Education and recreation authorities and other community youth serving agencies have a definite responsibility for the development of adequate neighborhood and community programs of games and sports and to provide competent leadership for them.

PITT THE DRAGON gleefully eyes the huge crowds as he slithers down main street. Children forget all about "trick or treat" as they watch him grunting, groaning, spouting steam, flapping wings, blinking his eyes and gently wagging his tail.

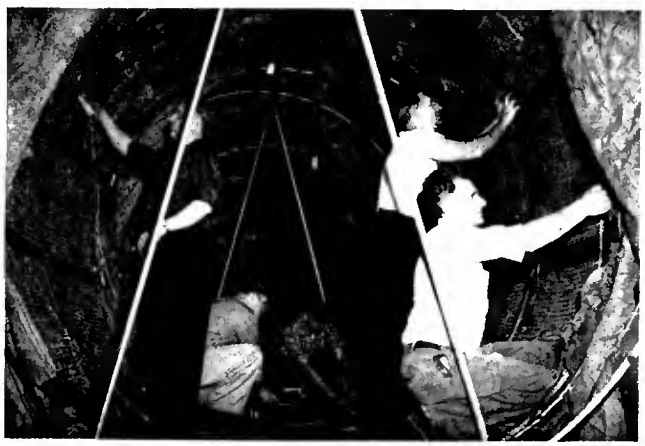
PITT -the Halloween Dragon

THE DRAGONOLOGY COMMITTEE holds first meeting. Vin Hebert, superintendent of parks and recreation in Pittsfield, points to the black and white idea for Pitt.

ADVANCE PUBLICITY PICTURE, which was used to build suspense, shows the curator of the local museum measuring a strange, giant footprint in one of the city's parks. This stunt created great furore. See story.



A FLICK OF THE FINGER will work the dragon's gigantic wings. Welding is important part of construction.



SOMETHING'S BEGINNING to take shape. This group is working with some chicken wire found outside the plant.

A community-wide project produces a dragon made out of scrap on off-duty time.

MANY PARKS and recreation superintendents have opportunities dropped in their laps, but few ever reach the dimensions which grew out of Vin Hebert's situation in Pittsfield, Massachusetts.

One day, early in October, when Vin was brushing up old ideas and rounding up a few new ones for the city-wide Halloween celebration which was coming along, he had a visit from a couple of friends. They were from the General Electric Company's Transformer Division, located in Pittsfield, and were anxious to do something for the "kids" on Halloween.

Such an attitude was most appreciated, but when the matter of putting a General Electric sign on the project was proposed, Vin had to think fast—as no floats, posters, or projects are allowed to have a commercial tinge. It was finally agreed that a dragon could be made and placed as a centerpiece in the middle of Pittsfield's beautiful Park Square, where a sign and the story of the dragon could be projected on a screen.

A few days later, however, Vin was called to the General Electric Plant, where the dragon idea had got into the minds of a few more of the company's human dynamos, and the plans evolved from a centerpiece to a huge, mobile, life-like creature which would travel the entire route of the Halloween parade.

And what a monster! One hundred and fifty feet long, fourteen feet high and sixteen feet wide at the wings!

Immediately, the "slide rule gang" got out their figuring gadgets, the workers organized into teams; and management joined labor as they geared for a production which the entire population of Pittsfield would appreciate. While sweepers handed tools to vice-presidents, and ideas were swapped with stories, all shared in the enjoyment of doing

bsorbed in their work, are but a small yees working on dragon in spare time.

THE TAIL of the dragon is an important part of the big story—the part that throws everybody into stitches. Well, never mind!

MILES OF RIBBING, or so it seems from this angle. Volunteers do spray painting to get "lifelike" effect.

something for local youngsters. The park and recreation department staff, meanwhile, was busy preparing for the very special Halloween visitor.

First, the magnificent creature of the drawing board must have a name. What could be a better one than Pitt, because surely the place of its birth was to be Pittsfield . . . and how easily it could lend itself to the new Halloween legend of how Pittsfield got its name.

DEPARTMENT OF PARKS AND RECREATION
Radio Release

Early Talk of Monsters Sends Parks and Recreation Superintendent on Research Study

Vin Hebert, superintendent of Parks and Recreation Department, reported today that his Halloween records show conclusively that many years ago the earth was visited by a tremendous dragon named Pitt, who had a reputation for being the kindest, gentlest dragon that ever blew a flame.

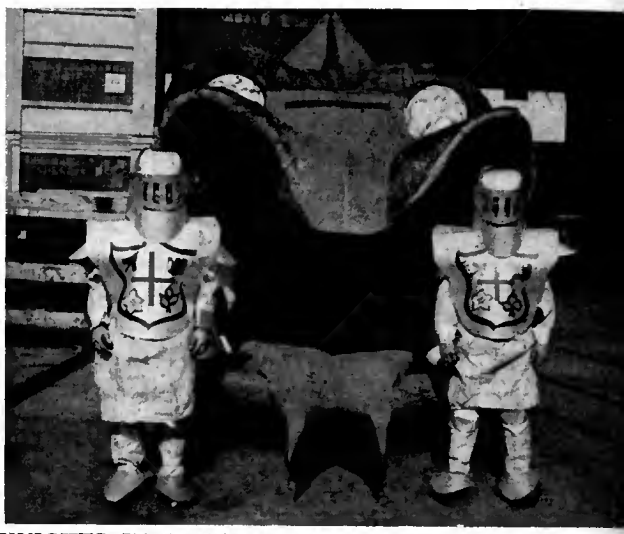
In fact, Pitt's mother had to be cross with him on several occasions for being late to dinner because he was playing with the cavemen's little children. It seems that Pitt, who was as tall as the trees, used to lift the children up on his back where they could see for miles around and, after taking them for a ride around the country on his big back, would let them slide down his side in much the same fashion as the children of today do on the playground slides.

Mr. Hebert stated that the Department of Parks and Recreation would be more than pleased to have a visit from Pitt, the kindly dragon, and he felt sure that Pitt's field—or the place where the dragon might choose to roam—would be an attraction to children for miles around because Pitt was so gentle, kind and harmless.

After naming the dragon-to-be, the next step was to create suspense without revealing too much. A picture was staged at one of the larger parks, in which the curator of the local museum was shown measuring a tremendously large footprint with a yardstick, and a catchy by-line was prepared to go along with an appropriate story.

Three more publicity build-up stories: the neighboring lakes were to rise a few inches sometime between 2:00 and 3:00 A.M. and according to a roving policeman's report a monster was supposed to be taking a bath at that time; a building was to be brushed about fourteen feet high, with the release of some strange tales concerning what made the marks on the wall; and other footprints were to appear throughout the city on routes which would be traveled by the children on their way to school.

Unfortunately, the fame of the local museum's curator, who posed in the picture, was such that the authenticity of the giant footprint took on Orson Wells proportions and the Police Department—with reluctance and in a very sad manner—informed the Department of Parks and Recreation that steps must be taken immediately to calm some of



KNIGHTS IN ARMOR form the colorful guard of hon as Pitt slowly and sedately sets forth on the friend journey which wins him the admiration of all the onlooke

the anxiety which had registered so forcefully on their te phones. Thus, plans had to be altered somewhat in ord to maintain pleasant relationships which are so vital for t fifty-two weeks following Halloween.

While observing the men of General Electric in the co struction of Pitt the Dragon, it would be hard to find wo and phrases which would properly express the feeling

Dragonology

Over-all length	149 feet
Over-all height	14 feet
Over-all width (claw to claw)	16 feet
Body height	10 feet
Body width	8 feet
Wing length	24 feet
Tongue length	13 feet

He moves in a weaving motion like a snake, opens and closes his lower jaw and flaps his wings as his gigantic legs take huge strides. His eyes light up and cast direct beams that focus on the crowd while fumes pour from his nostrils.

good will which existed so abundantly wherever people sembled to work on the dragon. Moreover, to witness expressions on the faces of thousands of parents, and th youngsters who were out of mischief while out for a ni of Halloween fun, was a sight which will never be forgott What with moving jaws, nostrils spouting smoke (CO spot-lighted eyes, sound effects, three-ton wings going and down, and four gigantic legs seeming to propel "kind and gentle beast," how could one forget!

Program and the Community School

Joseph E. Curtis

THE COMMUNITY SCHOOL, or the combined school-recreation center, has been the subject of a great deal of writing and research during recent years. This research has stressed the importance of jointly planned land procurement and development, and building design, aimed toward providing facilities suitable for joint use by both education and recreation agencies. This idea of joint facility planning is thoroughly sound. It provides facilities which are better designed and equipped than those of the past, and it provides these better facilities at less expense than if they were built as entirely separate recreation and education units.

There is, however, another equally important factor in the concept of the community school which has not been stressed or developed sufficiently. This other factor is the jointly planned *program* of recreation-education sports and leisure-time activities. Without a permanent arrangement for careful planning and close cooperation between education and recreation agencies using the same facilities, the finest designed plant can become the scene of squabbling, conflict and confusion, as far as program operation is concerned. In most instances where school facilities are used jointly by education and recreation, a large percentage of the children and youths take part in the programs of both agencies. That is, they attend the school during school hours, taking part in intramurals, physical education and extracurricular activities; and they also participate in the recreation program utilizing the same school facilities after school hours, during evenings and on Saturdays. When this seemingly obvious fact is ignored and the two programs do not dovetail, the boys and girls become confused and often lose interest in both programs. For example, during this past fall season, one recreation department opened a touch football program for boys on a local junior high school field. Interest was only mild and attendance lagged. It was only after two discouraging weeks that the disinterested attitude was explained. The physical education department of the same school was promoting intramural soccer on a large scale at that very time, having announced to the gym classes that their "own" touch football program would begin several weeks later. Pre-season joint planning and "dovetailing" could have avoided this conflict, and would undoubtedly have increased interest and attendance all around.

To make this cooperative plan work, it is required at the outset that both the recreation and education agencies involved sacrifice some of their autonomy and independence in curriculum and program planning, and work together toward a compromise program, adaptable to both. It is recommended that meetings be scheduled semiannually between representatives of both the recreation and education departments for the purpose of formulating coordinated activity programs. These meetings might be held in June for the coming fall and winter programs, and in January for the coming spring. All sports and activities in which both departments or agencies might be concerned would be discussed at these meetings and a coordinated schedule or program could be set up. Sports and leisure-time activities common to both agencies would constitute the mainstays of such a program and these should be scheduled so that they complement each other. For example, the teaching of basketball fundamentals ought to begin in school a few weeks in advance of the opening of basketball team organization and league play by the recreation agency. When an activity or sport is to be included in only one of the two agency programs, an effort should be made to schedule this activity so that it will not compete with the program of the other department or agency. This may, in some cases, mean a fairly simple joint program in the beginning, but this should not

MR. JOSEPH E. CURTIS, *the author, is area supervisor for the Baltimore County Board of Recreation in Maryland.*

prove a deterrent. A simple, but well-coordinated program of school-recreation activities is far more effective than two complex, separate programs which frequently hamper each other through conflicts or duplication of effort. An example of an informal approach to this cooperation may be seen in the following. Recently, a community recreation group was planning an extensive Halloween window painting contest. Ordinarily, the community and the local merchants would handle all arrangements, including registration of teams, judging, and so on. This time, however, a slightly different approach was attempted. The art teachers in all four local high schools were approached and asked to handle the project in each of their respective schools. Each art teacher served as the contest representative in her school, announcing the contest and rules, suggesting themes and ideas, distributing and collecting entry blanks and carrying on the other necessary details. When the contest took place, the number of participants was far greater than anticipated and the quality of work was excellent. One of the art teachers remarked later that this was the first time she had ever been brought actively into such a community project. "Ordinarily," she said, "we hear of such contests and art shows through the students. Community groups contact the children and rarely ask our opinions when plans are being drawn up."

Physical education, of course, offers the greatest opportunities for joint education-recreation planning. The extensive sports programs operated by most public recreation agencies often run parallel to the intramural and varsity programs of the local schools. Working together, the school and the recreation department can make great strides in the teaching and development of basic skill techniques which are so important physically and mentally to growing youth. The school is best equipped to teach the skills used in sports and leisure-time activities. Recreation is best equipped to provide a pleasurable program framework within which the individual can, voluntarily, use and develop those basic skills learned in school. Attendance at school is compulsory; hence it provides the better teaching or training situation. Participation in recreation is voluntary and provides greater opportunities for the exercising of new skills, not only in physical education but in all forms of leisure-time pursuits. This does not imply that recreation should take over the running of intramural and varsity sports, or that the school go no further than teaching only basic skill techniques. It does imply that both education and recreation are, to an extent, specialties, and that by improving their respective specialties while working together, they can produce a much more effective over-all program of skill teaching and development in their students and participants.

Another important reason for the jointly planned program is the economy involved. For example, the same type of equipment and supplies are purchased simultaneously by both education and recreation. Step into any large school gymnasium during daytime gym class or team practice and you'll probably see four or five basketballs in use. Visit that same gymnasium during evening recreation programs and chances are you'll see four or five different, recreation-purchased, basketballs in play or practice. When both sets of balls are being purchased with public funds, duplication is wasteful. Such equipment should be purchased and used jointly. Additional economies would include: reduced expenditures for heating and lighting school buildings, overtime payments to janitorial help and extra leadership personnel.

Alert citizen groups are becoming increasingly interested in the advantages connected with this joint programming by education and recreation. Herein lies a point on which education, in general, has not been as progressive as it might be. Community use of the schools is increasing, not merely because recreation agencies have encouraged the idea, but because of genuine popular demand. The people are taking closer looks at their schools and facilities, and they feel more possessive of these plants than ever before. Education, for the most part, is cooperating by opening gymnasiums, clubrooms, workshops, and so on, so that community groups may use them. Too often, however, here is where the cooperation begins and ends. Little apparent interest is shown in the planning of the recreation program or in its problems and accomplishments. School authorities frequently appear to view the school-recreation program as a "Johnnie-come-lately," or as an uninvited foster child thrust into education's home. Community groups participating in school-recreation programs sense and resent this attitude and are increasingly favoring more recreational use of our newer school plants.

"School grounds and gyms are being more extensively used for recreation activities. . . . The added burden on school budgets is insignificant compared with the benefits derived and the gain in community good will. . . . There is every evidence that it will be increasingly difficult to procure the funds necessary for increased teachers' salaries, and for the additional teachers, school buildings and equipment necessary to provide educational facilities for a greatly increased school population certain to be enrolled in public schools at least throughout the late fifties and the sixties. The need for greatly extended and more effective public relations efforts is clearly indicated."*

Education and recreation leaders, heeding this rising tide of popular feeling, should plan jointly so as to dovetail on such basic items as time schedules, purchase of equipment, number, age and sex of participants, and responsibility for maintenance where school buildings are being used by both departments. Thus, over-all effectiveness of both departments will be increased, sizable economies will be realized and the progressive thinking of both public agencies will be evident to citizens using the school facilities.

An important phase of the groundwork for effective joint program planning must be a complete revamping of our concept of the function of the school in the community. Many of the stock ideas need replacing by newer, sounder concepts. Teachers and recreation leaders must study and appreciate the problems of each other and act accordingly. In those cases where school teachers serve also as part-time

* Douglass and Grieder, *American Public Education* (New York: Ronald Press Company, 1948), pp. 538-9.

ecreation leaders, this step should not be difficult. How-ver, the thinking must reach top level as well, for here the ap between the departments can best be narrowed.

Some specific examples of program activities in which oth education and recreation can cooperate effectively:

'ARADES *Education*—may contribute music, bands, art work, floats, signs, dramatic skits, and costumes.

'ecreation—may contribute publicity, community contacts, rizes, line of march, police contacts and permits.

PORTS *Education*—contact with students, assembly demonstrations, skill training in gym classes, first aid, visual aids, trained personnel, and sports clinics.

'ecreation—tournaments, prizes, publicity, special events, laygrounds.

)RAMATICS *Education*—English classes, experienced teachers, assembly programs, dramatics, make-up and dressmaking classes.

Recreation—dramatics clubs, theater parties, plays, workshops, visits by celebrities, playwriting contests, publicity, prizes, television and radio, teen centers and playgrounds.

ARTS AND CRAFTS *Education*—woodworking, shop, art classes, instruction, trained personnel, school displays, teachers with special interests.

Recreation—community displays, art shows, contests, prizes, publicity, trips to other locations, hobby and craft clubs, community art and craft shows, playgrounds.

The list is almost unlimited and could include such additional activities as concerts, socials, playground activities, and activities of many other types.

The community whose school buildings and grounds represent the result of joint planning by local education and recreation departments is fortunate indeed. Now, let that community put its school-recreation plant to the most effective and economical use possible by instituting the other equally important factor, the jointly planned program of education-recreation sports and leisure-time activities.

HOSPITAL RECREATION

Bertha Carlson

Hospital recreation is relatively new. While "cheering he sick" has been in vogue for many many years, especially n hospitals and institutions, it was only during the recent var that techniques and principles were developed to give his program meaning within a medical setting.

Recreation for the sick and injured is an important adunct to medical care and treatment. Experiences during he recent war proved that patients in military hospitals reuperated much more rapidly when they participated in reonditioning and rehabilitation programs provided by the Army and Navy, and in the recreation programs of the American Red Cross.

Recreation in civilian hospitals has been largely confined o those installations treating the crippled, the tubercular, he mentally ill, and children. Only recently has the general iospital sought to initiate the program for their patients. The exhaustive study completed by the Social Service Deartment at the University of Michigan Hospital indicates he value of recreation in a civilian hospital:

> Sickness enters the life of the individual at some point to require often a complete re-evaluation of objectives, interests, and attainments and relationships. The student who seizes this opportunity to study and learn realities has added tools to his equipment which may not only be satisfying and time consuming but valuable in application to other fields. As the disability and isolation of illness engthens, the need for purposeful activity increases. Patients must be given opportunity to keep or regain confidence in themselves, to ind something, whatever their illness may be, which they can do well since it is out of such confidence that healthful attitudes are maintained and personality growth takes place.

As greater emphasis is placed on postwar rehabilitation, for both military and civilian casualties, it is important to consider the relationship of recreation to the complete social rehabilitation of the handicapped.

Therapy—Recreation must be related to treatment and care of the patient and recovery or progress. However, recreation as defined here should not be confused with therapy. Therapy is specialized treatment prescribed by the medical profession in the same sense as medicine and diet. The distinction between therapy and recreation is often difficult for the lay person to grasp, especially when end results of both appear to have therapeutic value. The therapist works with patients, referred by medical staff, whose needs and treatment have been carefully defined and noted. Although the therapist may utilize recreational activities as a medium for treatment, participation is enforced or encouraged to the extent that it becomes involuntary and thus, not recreation. True recreation implies voluntary participation with choice and selection of activities. The nature of the participation determines to a great extent whether the program is recreation or therapy.

Rehabilitation—The term rehabilitation as used here refers to an over-all program, with recreation as one part. Rehabilitation promotes both physical and mental reconditioning activities which aid the individual in becoming independent —physically, mentally, and economically. In this plan recreation is more than an activity; it is a dynamic force, integrating desires and achievements into socially useful living.

Excerpted from "Recreation as an Educational Adjunct in the Care and Treatment of the Handicapped," a thesis, School of Education, George Washington University, for the degree of Master of Arts in Education.

Kari Hunt

MASK MAKING

— *A Project in Education and Recreation*

IN PLANNING a mask project for school children, program chairmen can call upon the cooperation of the art department in doing historical research and design, making scenery, costumes, posters, and playbills; vocational classes in woodwork can build the stage; the electrical shop can do lighting and sound effects; the English department can write the scripts for mask pantomimes, to be spoken off stage; history, geography and literature departments can find themes; dramatics can direct the mask pantomimes; music may provide the desired background. Mask making is especially important in the elementary grades. It gives the children a creative experience in art and in drama. The mask can introduce very young children to museums and libraries. The teachers or educational workers can take small groups of children to the city museums. Here they can see authentic masks and view special films on masks. In playgrounds, in parks, and in settlement houses, mask making could be a creative activity popular with young and old alike. A pantomime theatre group working with masks could be helpful in traveling to entertain camps, USO's, hospitalized soldiers, polio victims, cerebral palsy children and the many underprivileged and other handicapped children or adults.

"Oh, I'm scared of masks," say most children; or, "I know what masks are," say others. Of course the types of masks with which the children are familiar are the Halloween face, the black bandit's mask, a rubber mask, a mardi gras head mask, a gas, firefighter, or hospital gauze mask. The average child, or most of us for that matter, has no knowledge of the meaning or the history of the mask. We don't learn about it in text books. We get little of it from clay modeling classes. It has been my good fortune, however, to travel and to collect masks, and to open up a new field in the ancient art of mask making. Sometime ago I became a member of the Archaeological Institute of America and became extremely interested in reviving the old Greek, Roman, and commediae dell'arte or Italian masks, that were worn in the theatrical productions of the times.

MRS. HUNT *is a lecturer and archaeologist. She owns many ancient and "famous-people" masks which she has exhibited widely—and has appeared with them on all TV networks.*

Mrs. Hunt helps daughter Karen try on the cocker half mask

Origin of Masks

What's a mask? It is far more than a protective coverin for the face. Masks were worn by the Cro-Magnon ra more than 30,000 years ago. Evidences of this are seen i pictures scratched on the walls of the caves in the Pyrene mountains in southern France. The cave men, it is believe put on the mask-heads of animals to frighten away anima from the mouths of their caves. Masks and mask make were very popular in the fifth century in Rome and Greece. Tragedy, comedy and satirical masks were ma and worn by actors. Early masks were crudely fashion of linen; others were made of a mixture of leaves, smear with oil. Even today in Bali, Java, Japan, China, Tib Africa, Mexico, in the South Pacific Islands, masks are wo in dances, in religious ceremonials, to drive out evil spiri to promote the growth of crops, and to ward off disease a sickness.

The purposes of masks are to protect, to disguise, to conceal, and to imitate. I have had thrilling experiences with masks. My daughter, now seven, and I have spent some time on an Iroquois Indian reservation. We visited bark houses, wore carved wooden "false-face" society masks. I had been working and studying masks for some time, when I came across a book called *Masks and How to Make Them* by Doane Powell. His masks were entirely different from the great W. T. Benda's theatrical masks. They were of laminated paper, and actual head masks of people. "Portrait masks," Powell called them. Some time later I met this amazing Powell, and he invited me to visit his mask studio. I did. We worked together for several years and had the time of our lives creating animal, half-masks, and masks of living people. When he died, in 1951, he left me his collection which portrayed such people as our presidents, Will Rogers, W. C. Fields, Buffalo Bill, Mark Twain, movie and stage celebrities, and all kinds of animals. Added to my own sculptured masks and ancient collected ones, this enabled me to open a mask museum on the top floor of my home. It is now visited by children, students, and people from all parts of the world.

I believe that the mask offers an exciting outlet for creative expression. You find yourself—whether working with the children, in TV, or in the theatre—drawing, designing, modeling. You learn to develop colors, caricature, and learn so much about racial types, the drama, religion, people and cultures involved in the type of mask you are doing. When I did my Tibetan demon mask, Yammantakka, I found myself learning about yaks, butter tea, lamas and their religion (Lamaism), what the people eat, how they dress, what they think! So it has been my desire to have the mask accepted as a serious medium for portraiture, taking its place with painted and sculptured portraits. Masks have universal appeal for the young child as well as the adult.

When a mask is hung on the wall, it is static. But put it on and it becomes alive. An oil portrait is only two dimensional; and a bust has all the dimensions, but lacks the illusion of life. When you come into my mask museum, reach up and put on Churchill or President Eisenhower or Joan Crawford or Gable, the mask actually seems to come to life.

Teachers and recreation leaders could help to revive this ancient art of mask making by incorporating a mask project into their programs. Just give a pound of plasticine and a simple tool such as an orangewood stick or an ice cream stick to a child, and a few pictures of masks, or the actual mask itself, and watch him work.

Portrait masks of actual people made from laminated paper. Mask hung on wall is static; put it on and it comes to life.

A Simple Way to Make a Mask

Materials—Do not purchase the colored sticky modeling clay. Even some of the plasticines on the market are crumbly, and harden. Clays ordered from supply houses are good if the masks are to be fired in electric kilns. But if the groups want to work on an inexpensive basis, buy about twenty-five pounds of roma plasticina #2. This is about thirty cents a pound, but is soft, will never stick to the child's hands, and can be used over and over again. Let the young sculptors design any type of mask, authentic or imaginative. When finished with their modeling, they can cast.

Don't let the idea of making elaborate plaster of Paris piece molds alarm you, as leaders or teachers. Simply, buy a pint or a quart of casting rubber. It is a thick, milky liquid and will make perfect rubber casts into plaster molds without the use of heat or kilns. Very young children can cover their plasticine models with about three coats of liquid rubber. When it has dried, the rubber mold will peel right off.

Next Steps—Mix up a small batch of plaster of Paris with water; pour this mixture over the rubber mold that is still over the object to be cast. This makes the outside protective coating or thick wall. In about twenty minutes the outside shell will be hard. Have the group turn their designs over and remove the plasticine. Now they are ready to fill the rubber mold with plaster of Paris. Again mix a batch of plaster of Paris with just enough water to make a soupy mixture. Carefully pour this into the rubber mold that is held in a firm position by the previously made shell. When the cast is hardened, the instructor can cut the outside case in half, and the finished plaster cast is done.

Now comes the fun—the painting. The best way is with oils, ground in japan. A good trick is the coating of plaster casts with a thin coat of clear linoleum lacquer, which costs about seventy cents a quart. This, later on, helps the oils to adhere to the plaster. In addition to oils, any of the many colors of bronzing powders now on the market are most effective on any kind of plaster masks, and can be sprinkled directly on the sticky lacquer and then blown off. These are particularly good for Greek, Roman, or any of the South Sea type of masks. They can be decorated with bits of feathers, shells, sharks teeth (they cost a penny each at the bookstore in the American Museum of Natural History in New York). Other art groups, with kilns at their disposal, can use the good clays and have the masks fired. The results are beautiful masks in ceramic glazes of gold, platinum, bronzes, and colors. I have done many of these. But for a simple and direct method of having a mask project in sculpture, stick to the plasticine-rubber-plaster way. It

is cheaper and faster. This is the way to make a mask as a wall piece. The children like to make a gift, take something home, or hang it up. *But if they want to make masks to wear, do this:*

Masks to Wear

One of the most exciting creative experiments for adults and children is the making of a face mask to wear. To keep the project simple, do not attempt the first one with hair or ears. Just have the group design a face mask. Let it be up-to-date and timely. Collect good newspaper and magazine photos of all angles of the person's face to be done. See who is in the news. It could be a national or international figure, or an experiment showing what man of the future or on the other planets might look like. Have the group apply the moist clay or roma plasticina #2 over a base. A box or a cut-down hat form is good. So that the clay will not stick to the base, cover it with a dry piece of cloth. It takes about four pounds of clay to do a good head or face mask to wear. Small children can use, as a base, an old inverted tea-cup and practice on a small mask.

Drying a paper mask. Plan a mask project for program!

Step 1. Tear, do not cut, paper into strips 3 by 6 inches. Using both the newsprint and the brown paper, soak the strips, neatly criss-crossed, in a pail of cold water for a whole day. When the paper is ready to apply, squeeze the water out. *Step 2.* You are ready to paper over the completed clay model. Use brown paper for the first layer; then alternate with the newsprint; and with a third layer of the brown paper. The reason for this is that, while you are doing the papering, you can see the areas that have been covered, and it is easier to paint the last layer if it is brown paper and not the printed paper. Keep it in mind to always have the paper wet while you are working; if not, the paper dries too fast and falls off. Now, after the first layer of brown paper has covered the mask, you are ready to smear paste to make the paper adhere to the second layer. I can here reveal a great secret in finding a good paste. So many masks have been ruined by using glue, home-made flour-and-water paste, and dime store mucilage. However, a dextrine, called tapioca dextrine—which is like mother's cornstarch powder on the kitchen shelf—when used as follows will give a creamy textured adhesive. Buy one pound of the tapioca dextrine at any high-grade food market; this will be sufficient to make twelve face masks. Now, using one-half cup of the dextrine, add it to one-half cup of boiling water; mix; when cooled smear it well into the paper on the mask. *Step 3.* When the first layer of paper is on and has adhered, do exactly the same thing with the newsprint, and then with the last layer of brown paper. Make sure that during the papering you press the paper strips down firmly

It may take a day or so for the mask to dry. When it i ready, lift it off the base and dig out the soft plasticine Here is where you will find the advantage of having use the good grade of plasticine, as clay will dry and harde and be difficult for beginners to remove from the papere mask. Hold the mask up to the light; check for any bar spots; mark places for nose and eye openings.

Now the masks are ready to paint.

Beginners can use water paints; advanced students ca use the finest paints, the oils ground in japan. Two coat are needed to make a good paint job. The inside of the fac mask can be painted with ordinary flat wall paint. Bits o picture wire can be inserted at each side of the face mas where the ears would be, thus letting the wearer show hi own ears. The wire is attached by sticking the ends to th inner edge of the last layer of the paper with a small bit o sticky plastic wood which costs but a few cents a can in th dime stores.

Groups could do a whole political, animal, movie, o celebrity array, or a series of face masks, and stage a pan tomime or a short dramatic play. Good authentic record of the speeches of famous men can be rented or purchase and can be played while your "celebrities" parade acros the stage. History is made with your masks.

Whether recreational groups, camps, settlement houses workshops, schools or individual elementary children us these suggested ideas of mask making for a project of por trait masks to wear, or for replicas of Greek, Roman, o islands masks, they will have experimented with thei hands; they will have gone to the museums and libraries they will have learned more of history, the dance, theatre and the religion of far places; and they will have found th doorway to adventure.

With wars constantly at the doors of so many countries that do use masks, it is now becoming harder to find new mask makers in the field—too much invasion, and influx o western civilizations. Even now you have to go into the most remote villages in Bali and Siam to find a few remaining mask makers.

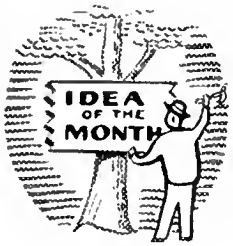
Remember: "As the eyes are supposed to be the windows to the soul, the face may be the window to a civilization." And that face may be a "mask" that can lead you into past cultures of ancient Japan, old Cambodia, Tibet, Africa, the South Seas, and anywhere that your creative and imaginative hands start working.

NOW IS THE TIME. . . . for every good neighbor to come to the aid of his community. . . .

A village, a town, a city is only as good as the people who live in it. When each man and woman, each boy and girl works at keeping his community healthy in mind, body and spirit, then he has proved himself a good citizen and his home will be a safe and happy one.

Give enough!
THROUGH YOUR COMMUNITY CHEST

Volunteer Your Time Now to Your United Community Campaign



An Exhibition on the Value of Art Activity for Children

DOES YOUR COMMUNITY understand the value of art activity for children, and why your department tries to promote it? Perhaps an educational project is the answer. Try an exhibition, told largely through photographs. Work with the art department of the schools, your state board of education, local amateur and professional photographers, the local PTA, and other community agencies in organizing it, selecting the material to be used, and in mounting the exhibit. Work with the press, the radio, TV and any other medium of publicity in publicizing it and inviting the entire community to visit it. Make it colorful, dramatic and full of human interest. Keep it on exhibition long enough for everyone to visit it—two to four weeks perhaps.

The Museum of Modern Art in New York City sponsored such an exhibition. The general title of it was "The Human Quality in Creative Experience." The exhibit consisted of eighteen large panels of photographs of children at home, in school and at play. Explanatory captions pointed out the right and wrong ways to encourage children's creative development. Children's works in art—painting, sculpture, mobiles and design—supplemented the photographs. Recommended art materials and toys were also shown.

The first panel was headed "Look at the Child as Well as His Work," and warned that "without reference to the particular child, the work has little meaning." Paintings by children could be glimpsed through a large, eye-shaped hole next to a photograph of a child concentrating on making a picture.

Another panel, headed "We Learn About the World Through Our Fingertips," showed a selection of collages. These were made by pasting different kinds of materials—cellophane, shells, felt scraps, tinsel, wool, and so on—on a background of paper.

Still another panel, titled "We Explore Materials and Create New Forms," showed photographs of children working in three-dimensional media such as constructions and mobiles. Through a hole in this panel a selection of this type of art work could be seen, made of clay, colored straws, wires, feathers and so on. Brightly covered mobiles hung overhead.

Nursery school children at work on playground, exercising choice between painting and clay modeling. Note sand pile.

Young artists express their interpretations of this world, paint what interests them most.

This exhibition was, of course, extremely well-done and comprehensive. Any recreation department, however, could prepare this type of educational exhibit, modifying it in terms of size and content to meet local handicaps.

Too often we in the recreation profession publicize and promote *what* we have to offer, but assume that our communities understand *why*. We forget that before we get full support, we must have full understanding of the *values* of what we offer. Public education is a large part of our job—but a very neglected part. Educational exhibits, such as the type described in this article, will do more to create interest in and understanding of our program than all the directories, lists, maps, and newspaper stories of coming events put together.

Such an exhibition should be a combined effort. All the agencies interested in the problems of child growth, recreation and mental health should be brought into it. The work involved in preparing such an exhibit includes its planning, the collection of photographs and examples of the various types of children's art work, mounting and setting up the exhibit in the city auditorium, a museum, a library, a department store, or a recreation building, and finally, the dismounting and returning of the photographs and art work to the owners. If properly set up, no supervision of the exhibit will be necessary. If your art supervisor can be on hand at definite periods, a consultation service could be a useful addition.

After such an exhibit, be prepared for many inquiries on the part of parents as to where their youngsters can come for such classes. And be prepared to offer an art program that is creative, informal—and fun!

SO YOU'RE A PROGRAM PLANNER

Perhaps you hadn't put it in just those words, but we feel safe in betting that you *are* a program planner—because practically anybody having anything to do with groups (and that's practically everybody) is, at one time or another. After all, "program" is just a term for *what people do in groups*—whether for an hour, an evening, or a year (in a classroom, clubroom, or living room)—and planning adds up to getting ready for the "doings" before they're done.

Most activities need some planning, even if it only amounts to a mental survey, some hastily jotted notes, or a telephone call or two.

But as activities, events, or programs begin to involve more than one or two people, and as the world we live in becomes more and more complex, the things to be thought of and prepared ahead of time begin to grow more numerous and complicated. This becomes doubly true when we aim for *good and better* programs as, again, almost everybody does.

The job you have as program planner is primarily one of bringing order and sequence, as well as enjoyment and fulfillment, to the activities of your group. The ease and success with which you can do this will depend a great deal upon the attitudes and skills you bring to it. Program planning is a pleasure if you have confidence and the promise of success. The attitude that you will be working *with* people, rather than doing things *for* people, will do much to build confidence and insure success, and will enable you to share responsibilities with others. *If you have the job of planning big or little programs you will want to consider . . .*

Reprinted from *Adult Leadership*, a magazine which is an experiment in leadership training. Published monthly by the Adult Association of the United States of America, at 404 North Wesley Avenue, Mount Morris, Illinois.

Working With a Planning Committee

When a committee meets for the first time to work on a new problem, it helps to begin in a way which *orients* the members (a) to one another, and (b) to the common task which they have been brought together to perform. Some biographical bits from each committee member might be a good starting point, followed by a discussion built around the questions:

What are the ingredients of a good program?

What can each member of this committee (using his particular skills and experience) do to help build a good program?

After the committee works out a list of the elements of a good program, further discussion can bring out the relations between these elements and the resources of individual skills and experience available in the committee. Suppose, for example, that the committee has agreed that one element of a good program is that it deals with the needs and interests of the members. The committee might try to see this and other aims in relation to such questions as:

Which people in the groups have skills or talents that can be used in the program?

Which people are members of circles of friends within the larger organization?

Which people represent points of view on subjects of interest or controversy that should be considered in the program?

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These suggestions, primarily designed for leaders of adult meetings or classes, present good, basic planning ideas and procedures for leaders of *any* groups. They are, of course, particularly adaptable to the young adult program.

Which people have contacts outside the group with which our group should be familiar?

There are several advantages, in addition to orientation, in discussing the program in relation to committee personnel. Such discussion can:

Reveal skills and interests not ordinarily associated with particular persons.

Reveal areas in which the committee may need some reinforcement.

And, perhaps most important, provide a basis on which the committee can build an agenda for *future work* and delegate responsibilities to committee members in relation to their skills and interests.

Before starting to build a program, the committee will want to consider ways and means of . . .

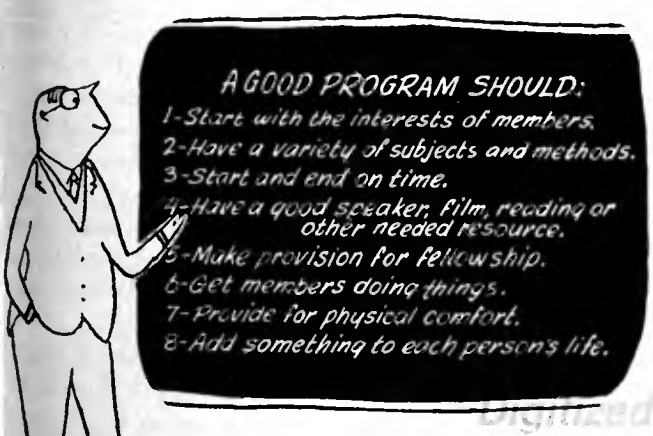
Determining Needs and Interest

Program committees composed of people who are well acquainted with the membership often have a great deal of information about what their groups want. Nevertheless, it is always a good idea to start with some planned procedures to determine needs and interests. First of all, guesses by a few people can often be wrong. We are all tempted to think in terms of what people ought to have rather than what they *want*. In addition, asking people what they want involves them in the planning itself and gives them a stake in its success.

There are several ways of finding out what people need and want. For general information on the current interests of people, a little informal "research" can produce some good clues. Some simple procedures are:

(1) Watch your newspapers for a month and tabulate the subjects that receive greatest emphasis. (2) Talk with your librarian about what kinds of books and magazines seem to be most popular. (3) Exchange program announcements with other organizations like yours and see what is of interest to their members.

In determining the more specific needs of the people in your group there are of course many more direct avenues to information. Among them are:


A GOOD PROGRAM SHOULD:
1-Start with the interests of members.
2-Have a variety of subjects and methods.
3-Start and end on time.
4-Have a good speaker, film, reading or other needed resource.
5-Make provision for fellowship.
6-Get members doing things.
7-Provide for physical comfort.
8-Add something to each person's life.

(1) Interviews

Each member of the program committee might take a list of five or ten members to interview by phone or face-to-face. The committee should determine beforehand what questions to ask.

(2) Informal Conversation

We added this category upon receiving a letter from Dorothy Hewitt, director of the Boston Center of Adult Education and one of the most experienced program planners in the country, which read: "It seems to me that the degree of success we experience as program planners is determined by our ability to put ourselves in the places of as many people as possible. The nearer we come to being a mirror of the inmost desires of the people around us, the nearer we come to success. I find that in just 'passing the time of day' with people I get all sorts of clues and program ideas that I should never get from directly asking them. An ever increasing ability to *listen* to what people say is one of the best sources I know for discovering what people are thinking about."

not *for* people but *with* people

(3) A Meeting Census

Ask the members to cluster into groups of six or eight. Each cluster should choose a spokesman, then take ten minutes to list their program choices. Then each spokesman can report his list to a central secretary who compiles them into a master list. Interest can be increased by writing the list on a blackboard if one is available. (This is the "buzz group" technique which is useful for many other activities where the direct and active participation of a large group is desired.)

(4) Registration Cards

Have them filled out when people enter. Allow space for indicating background and interests.

(5) Suggestion or Question Boxes

Place them where they are accessible to all and certain to be noticed.

(6) Questionnaires

Vary their pattern according to what you wish to find

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out. Here is a sample interest questionnaire:

The Couple's Club

From: Your Program Committee
To: All Members
Subject: *The kind of program you want to have in the coming year.*

If you would like to help us plan this year's program please fill out this questionnaire and return it *today.*

I. *I am interested in:*	*Very Much*	*Some*	*Not at All*
1. Learning more about practical psychology.	.....	.....	.....
2. Developing hobbies.	.....	.....	.....
3. Learning more about world affairs.	.....	.....	.....
4. Doing something concrete to improve our community.	.....	.....	.....
5. Improving my ability to speak.	.....	.....	.....
6. Increasing my appreciation of the arts.	.....	.....	.....
7. Becoming a better parent.	.....	.....	.....
8.	.....	.....	.....
9.	.....	.....	.....
10.	.....	.....	.....
II. *Our group needs:*			
1. A stronger treasury	.....	.....	.....
2. More members	.....	.....	.....
3. More fellowship	.....	.....	.....
4. More significant programs	.....	.....	.....
5.	.....	.....	.....
6.	.....	.....	.....

III. *The 5 most important problems our community faces are:**

1. ..... 4. .....
2. ..... 5. .....
3. .....

* Put a circle around the number of the problem, if any, you think our group ought to do something about.

Signed_____(optional)

An important step in the process of determining needs and interests is interpreting the responses that are received. It is well to keep in mind that none of these techniques can give *conclusive* evidence and that the final test always lies in trying out ideas to see how closely you have come to satisfying *real* needs and interests.

In tabulating questionnaires you might use a rating system which gives, for example, two points to a "very much" response and one point to a "some" response. It is also helpful to:

(1) Take into consideration the extent to which the responses are representative of the total membership.
(2) Separate the conclusions that you can be certain of, those that are only probable, and those that provide bases for good hunches only. (By no means disregard the hunches—try them out—experiment with them—but recognize that they are hunches.)
(3) Study the negative responses carefully. They may shed valuable light on needs and interests.

By whatever method your group determines its needs and interests, from crystal balls to scientific sampling, the next step is . . .

Defining Your Objectives

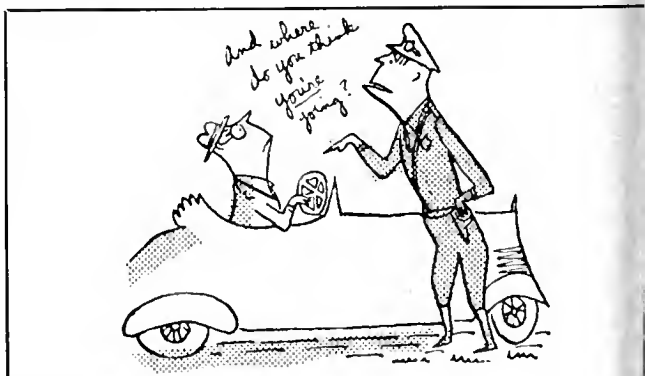
People and groups always get farther when they move towards clear goals or objectives. A little time spent by the planning committee in defining the objectives of the group can do much to save confusion and increase the quality of the product when it begins, later on, actually to build its program.

Many organizations have stated objectives. These objectives, in combination with those that come from information on the needs and interests of the members, form the outer and inner bounds of the group's objectives. In the actual operation of groups, these objectives present themselves in an interwoven network so that some of them may become hidden from plain view. A helpful means for unjumbling the many possible objectives is to classify them into:

(1) Those based on the needs and interests of members as *individuals*
   Such as:
   To become a better parent
   To develop better speaking habits
   To make some new friends
(2) Those based on the needs and interests of the *group or organization*
   Such as:
   To increase our funds
   To get more members
   To develop better public relations
(3) Those based on the needs and interests of the *community, the nation, or the world*
   Such as:
   To learn about housing conditions in our city
   To promote industrial peace in our state
   To further international understanding

An alert planning committee will usually derive many more goals than can be accomplished within the time available, so it must rate the goals according to priority, sifting out the most important, and holding over the rest.

Usually, in working to achieve one objective—developing skills in working with children, for example—other important objectives are also achieved. It would be hard to imagine the development of such skills in a parent or teacher without an accompanying development of appropriate attitudes, knowledge, and understanding.



You need to know your destination

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Conversation-icebreakers that are important not only in Service Clubs, but in recreation centers as well.

"Conversation Pieces"

Beth Martin

THE TERM "conversation piece" is used here to identify a means of producing or encouraging interest in the Service Club, its programs and activities. It is another method used to integrate the club program with the lives of individuals who make the club a part of their life while in the military service.

"Conversation pieces" give individuals a common ground for small talk which would not have occurred without directed stimulus. Once a man begins to express his opinions and thoughts, the feeling of being at home becomes a part of him. Because of this feeling, he is easily reached by the recreational program offered.

There are many ways and means of introducing these conversation pieces into the club programs and many can be used daily.

Perhaps one of the most popular and best known is a contest where a display of pictures of sweethearts, or pets, or prize photos, and so forth, is used to draw men into conversation and discussion with no pressure whatsoever.

Another sure method of encouraging comments and discussions is the use of an up-to-date chart or score board, giving the scores of top sports events of the season.

A contest—run over a designated period of time—to identify a "mystery" man or woman, a rhyme or a tune, will draw the particular interest of many of the men who attend the club.

Remember that a man's name is to him the sweetest sound in the English language; and to see his name in print is equally important, especially when it makes him feel that he is a part of his immediate environment. Guest books or state books in which the man writes his name, military address, and home address according to state are therefore natural conversation pieces. These books find long lost friends and give information of possible new friends from a geographical area of mutual interest.

> "Conversation pieces" are ice breakers that are bound to keep your club buzzing with interest. Not only do they provide an introduction between people, but they lend a feeling of fellowship to any activity. "Don't be icebound—let conversation pieces be your icebreakers!!!"

If your club has a television room, why not include a ballot box at its entrance and make it a daily activity to have a vote on the outcome of some event. For one day it could be a prize fight, a wrestling match, an academy award nomination, or other occurrence of current interest. Award a small prize to the daily winner or winners.

A club mascot, whether he is made of wood, paper, or pure imagination, is a definite asset and means of association. This type of conversation piece can be used for various programs and activities, depending upon the location, type of club, and age of men who generally attend the club. Its possibilities may not be as broad as other methods, but, when used as a possible "Kilroy" method, it can add humor to many activities and situations.

The top tunes on the hit parade can be voted for and posted weekly or monthly to add flavor to your "disc jockey" program. Clever voting charts can be quickly and attractively done; then stand by for resulting interest as the men discuss the pros and cons of the current crop of tunes.

Why not post a large life-size picture of a very sharp-looking soldier. Center the theme around the "soldier of the month." Have the men submit names of men from their units as entries, and then take a monthly vote. Keep a running chart of the winners for a year, adding the new name each month.

If you are very tournament conscious in your club, post all players' names and scores, in the location where the tournaments take place, to heighten interest. "Seeing is believing" may be an old cliché but it is at times very appropriate.

Another important means of expressing the club's interest in the men is through taking special notice of birthdays. Birthday books, charts, or one large card for the men to sign, are all interest-getters.

These are merely a few of the many "gimmicks" which can induce conversation and mutual interest. The location, area, available facilities and temperament of patrons are all factors that determine the various types that will click in each individual club and the most feasible methods of promoting them; however, some type of conversation piece can always be formulated.

MISS BETH MARTIN *is the program director at the Army Special Services Club No. 1 at Fort Knox, Kentucky.*

Communities throughout the country develop ways to make Halloween a gala, instead of a grim, occasion.

Hobgoblins

MOST of the people who annually mass around the city square on the night October thirty-first in Bloomington, Indiana, and jubilantly give vent to t spirit of their Halloween party probably never think twice about anything but t good time they are having.

Yet, there are a few among these thousands who remember earlier days wh there was no annual Halloween party. They remember when Halloween was ju a long, tiresome night filled with the antics of over-active pranksters and their ou raged victims. A night when there was wholesale destruction of public and p vate property, and juvenile delinquency reached its peak.

But most of them like to think of the new Halloween—the night of the comm nity Halloween party. The night when the kids get a chance to let off some their excess energy in harmless fun. The night when costumed ghosts, devils, a heroes wander around the streets scaring each other to their hearts content. T night when every family has a chance to attend a Halloween party with costum games, and refreshments. The night when a community can get together friendliness and fellowship.

It is also a night when recreation leaders get a chance to put into practice so of their ideas and theories concerning cooperative community projects, parti and worthwhile extra-curricula activities. It is a night for *all* leaders to lend th talents to ensure a good time for everyone.—RAYMOND REASON, JR.

It is a night which is typical of the new Halloween in cities and tow throughout the nation.

The slogan used in invitations and publicity for Halloween events was: "The municipal playground nearest your home is the place to be *seen* on *Halloween.*" Pre-holiday activities consisted of parties, masquerade dances and other social events, "bees" for decorating playground clubhouses, and sessions during which youngsters made decorations for home and playground parties. *(Los Angeles, California)*

Participation at community Halloween functions was increased by more widespread publicity through the distribution of handbills which were prepared by the coordinating council and sent to the homes of all school children. *(Burbank, California)*

In a citywide contest, club room decorations at playgrounds and community centers were judged and points were awarded on: (1) number of rooms decorated, (2) number of participants, (3) originality, (4) artwork and design, and (5) neatness. *(St. Paul, Minnesota)*

A pre-Halloween "Who is It?" rad contest in which contestants vied guess the mystery voice and win a pri (awarded on Halloween night), gue ing contests in local stores, and a sp cial radio-telephone quiz program- starting fifteen minutes after the h community party ended—to encoura the young revelers to go directly hom were all part of the festivities. *(Gar ner, Massachusetts)*

The pumpkin heads which decorat the lights along the main street we a truly cooperative project. They we designed by a company superinten ent; cardboard for their constructi was donated by a bookshop and t transparent paper for the cut-out fe tures was given by a ten-cent store; t heads were cut out by an overalls ma ufacturing company and the featur by a shoe factory worker; Girl Sco tied the strings for hanging them; a the gas company and the electric co

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Everywhere

ıny each supplied a team of men who ɔmpeted in a good-natured contest to ɛe which could put up the heads on ɛir side of the street most quickly. *Lynchburg, Virginia)*

Twenty groups participated in the anning of the events—and a high hool senior was the chairman of the ver-all committee for a very successıl community-wide celebration. *Plainfield, New Jersey)*

Children made their own lanterns om cardboard cartons and colored ıper for the Jack-o'-Lantern Parade. rizes were awarded on originality and orkmanship.

Boy Scouts built a huge bonfire pile hich was held together (Indian tepee ıshion) with railroad ties. The fireghting ceremony was colorful and ıysterious as "Indians" danced around ıe unlighted fire which suddenly burst ıto flames (chemicals dropped by the ancers, on gasoline-soaked rags, preiously placed on the bonfire pile). A ɛading of the legend of Halloween and ıe significance of bonfires in the celeration, community singing, variety cts, contests, and a snake dance roundd out the program. *(Berwyn, Illinois)*

On every playground, as the lantern nd costume parade around our large onfire came to an end, the children layed organized games for half-anour and then gathered around the ıany small bonfires for hot dog and ıarshmallow roasts. The evening's ctivities were climaxed when the roups re-assembled around the larger re for ghost stories. Experienced torytellers had been selected from ıroughout the community, and one ɔas assigned to each playground. *Lake Charles, Louisiana)*

The Mummers Parade wound up at ıe ball park where spectators were enɛrtained with a weird witches' dance erformed around a huge bonfire, an nactment of the "Legend of Sleepy Hollow," and, as a finale, the dramatic burning of the "evil spirit." *(Butler, Pennsylvania)*

"Block parties" were held throughout the community for all kindergarten and pre-school children, who were invited to attend the party given in the block in which they lived. Each party, supervised by selected parent-volunteers from the block, consisted of games, a costume contest, and refreshments.

For the six-to-twelve-year-olds there was a nighttime Halloween Hunt held on a lighted softball field. Packages of candy with numbers in them were hidden, and a prize was awarded to the child finding the lucky package. One rule of the hunt was that children had to be in costume to participate.

A hayride to a nearby park where the group participated in singing, dancing and refreshments was one event for teen-agers. *(Greenbelt, Maryland)*

An ancient oriental fete—the Feast of Lanterns—was the theme of a unique and colorful Halloween carnival and parade. (One of the publicity methods used for the event was a series of visits to schools to tell the children about the celebrations, as held in Japan and China, and to explain the plans for the local festivities.) Costumed paraders, carrying lighted lanterns, made a striking spectacle as they promenaded in spiral formations and other grand march figures in the darkened gymnasium of the community center. *(Dalton, Massachusetts)*

The high school building was the scene of a successful open house for the whole community. The program started with games, relays and stunts in the gymnasium, followed by the grand costume parade; then an amateur hour in the auditorium. Visitors wandered through the various classrooms where they could have their fortunes told, bob for apples, play ping-pong, dance the Virginia Reel, or go through a chamber of horrors—and, for the less energetic, bridge tables were set up in the library. The refreshment committee came through with doughnuts and cider, apples, and huge quantities of homemade cake and cookies. *(Manhasset, Long Island, New York)*

Following the annual costume and float parade, a mammouth barbeque—with food donated by local organizations and cooked by volunteers—set the mood for a session of community singing until the children went off to see a free movie and the teen-agers and adults adjourned to a community-house dance. *(Birmingham, Michigan)*

There were many floats depicting well-known childhood stories and nursery rhymes. After the parade, these floats were parked in an open area and a storyteller on each one related the tale that the float represented. *(Bridgeport, Connecticut)*

Categories used in judging costumes in the annual parade were (1) best comic, (2) most beautiful, (3) most original, (4) most representative comic newspaper character, (5) best clown or tramp, (6) best decorated bicycle, (7) best express wagon float, (8) best teams of two, three, and four. *(Boston, Massachusetts)*

To encourage children to go to their homes immediately after the community party: as each child arrived at the party he wrote his name on a slip of paper and dropped it into a box. Thirty minutes after the party ended, a committee drew a slip from the box and then went to the home of the child whose name was on the slip—if the child was at home he received a prize. *(Lawrence, Kansas)*

Post-parade activities included a cake-walk contest, exhibition dances, and a corn husking bee, followed by street dancing for all. *(Phoenixville, Pennsylvania)*

A "black cat contest" was held with prizes for the children bringing the largest and the smallest black cats to the judges' platform during the parade. *(Dubuque, Iowa)*

PROGRAM

Dancing as Recreation

Tap dancing is favorite with boys and girls. Class in gymnasium of school, sponsored by the recreation departmen

Ruth Strode

DANCING has top billing along with league sports in the public recreation program in Portland, Oregon. Analysis of attendance records and popular demand have justified that rating in the over-all plan of leisure time activities provided for the public by the department.

Dancing is scheduled not only at the dozen or so community centers operating on a full-time basis, but at a number of schools where the Bureau of Parks and Public Recreation carries on, in cooperation with the school authorities, part-time programming of recreational activities. Square and folk dances are favorites with the adults. Tap, ballet, modern creative techniques and social dancing are included generously in the recreation fare for preschool, elementary and high school girls and boys.

Even among the older adults dancing is a favorite pastime. Each of the golden-age groups includes dancing in the entertainment at the social afternoons or evenings held in community recreation centers about the city—sometimes square dancing, but usually a combination of square dancing and old-time waltzes, two-steps or polkas, and schottisches.

The square and folk dances, taken to heart by adults, are available to Portlanders through the city's park bureau in many neighborhoods every night of the week, Monday through Friday, and the neighbors turn out in amazing large numbers for this free instruction and dancing. They have discovered the stimulation and sociability such community events provide, and wives have been elated to find that their husbands love it.

Any square dance leader will vouch for the effectiveness of square dances as mixers. The dance instructors have found them a means, too, of overcoming the self-consciousness that is characteristic of most young boys when they first make their appearance on dance floors. It is as true for girls and boys as it is for older adults that square dancing is a group rather than an individual experience, and seemingly it is easier to perform in a group than alone, especially for the novice.

Modern dance group relates story in dance form at community recreation center.

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MISS RUTH STRODE *is the publicity director in the Bureau of Parks and Public Recreation, Portland, Oregon.*

Some of the Portland dance instructors with the recreation department lead their dance classes through square dancing into ballroom or social dances. Never noticed is the ruse used by the dance instructors to have boy-meet-girl, eventually to pair off partners for social dance forms through the painless form of the square dance.

The boys, especially, are sold on the fun of dancing when it is "cowboy" square dancing, with rope twirling thrown in. The routine has been used with marked success by one of the instructors in a class of seventh and eighth graders, where the boys enrolled with obvious misgiving—the idea being, apparently, that dancing is "sissy" stuff. But whatever a cowboy does couldn't possibly be sissy!

Tap dancing classes get capacity enrollments. It is a favorite dance form for grade schoolers and preschoolers for whom "brush, brush, step" is as familiar as Lone Ranger's "Hi-ho Silver." The taps on their toes are heard around the city—sometimes a hundred strong in one gymnasium. In several schools, where the recreation department has part-time programming, the extracurricular tap classes enroll entire grades and, also, huge classes of preschoolers. In most instances the dancing instruction has been in response to requests from parent-teacher groups.

The very little sprigs have their introduction to dancing and learn basic rhythm through the rhythm, music and games learned in park bureau kindergarten classes.

Ballet instruction under dance specialists with the public recreation department is most popular with preschoolers and grade schoolers, although high school girls make up some of the classes and housewives have found the ballet routines excellent conditioning exercise. For these latter pupils ballet instruction is given mostly for the purpose of giving the dancers that "up on the toes" feeling, rather than for the actual accomplishment of toe dancing.

The dancing classes are drawn upon for special entertainment events in Portland. A pageant is included in the annual summer festival of cultural events, presented under park bureau auspices jointly with the Portland Civic Opera Association. Another pageant is presented annually as free public entertainment to Portland children to mark St. Valentine's Day. Modern creative dance was integrated with music and drama importantly and artistically in the presentation of "The Christus," a dramatic arrangement of a religious story by a gifted member of the summer staff of the recreation department.

Dance patterns, utilized for calisthenics—exercises set to music—has been found an effective means of attaining coordination and relaxation in park bureau gym classes. Responsiveness to the rhythm and graceful patterns of dancing, and the appeal of music, are short cuts to relaxation and relief of tensions. There actually is "lift" to spirit and body in the raising and swinging of arms and legs in rhythm and in abandonment to music.

Dancing, of course, always breaks out all over the place when girls and boys, or adults, turn out for talent shows or talent workshop classes. The instructors encourage and develop dancing as a creative, cultural, or just plain entertainment skill in those who show verve for entertaining.

The pageants, recitals and festival events are fourfold in purpose and accomplishment. (1) They stimulate interest of the pupils to work toward the perfection demanded for public appearance. They are grand finale to the season's instruction, and contribute glamor to the work of learning. (2) They afford the instructors a panoramic picture of the effectiveness or lack of effectiveness of teaching methods. (3) There is educational value to such productions. They are means of developing an appreciation of dancing as a creative and artistic art form. (4) Also, such staged events are an opportunity for the park bureau to present to the public, in dressed up form, a review of what the municipality offers, and what dance classes offer and accomplish.

We like dancing in Portland—for what it does for us physically, for what it contributes to good spirits, to our mental processes—and just because it's fun!

square dance records

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PROGRAM

PLAN POPULAR PROGRAMS FOR UNITED NATIONS DAY

October 24, 1953

●United Nations Day is the birthday of the United Nations, man's strongest hope for peace. October 24, 1945 was the historic day on which the United Nations officially came into being, the day on which the UN Charter was ratified by a majority of the then fifty-one participating countries. The U.S. became a member of the UN after an overwhelming 89-2 vote by the U.S. Senate on August 3, 1945. Today there are sixty member nations in the UN with twenty other countries seeking admittance.

In 1947 the UN General Assembly passed a resolution sponsored by the U.S. which declared "*that October 24th shall henceforth be officially called 'United Nations Day' and shall be devoted to making known to the people of the world the aims and achievements of the United Nations and to gaining their support for the work of the United Nations.*"

This international action established a day of world-wide observance for peace for the first time in history.

In 1948 the U.S. Government set up the United States Committee for United Nations Day (formerly known as the National Citizens' Committee for United Nations Day) to promote observance of that day in this country.

The UN gives nations the opportunity to plan together for the good of all—an opportunity to understand and work out common problems and to resolve differences. The UN must, if it is to achieve peace and stability for the world, *get its strength from the people themselves.*

Plan Your Objectives and Know Your Community

REMEMBER that UN Day falls on a Saturday. Weekend programs taking in Friday and Sunday or all of UN Week should be planned so that all groups can participate.

The first step is to analyze your community to determine: *What Type of a Community You Live In.* Is there a large segment of naturalized citizens or is it largely composed of second and third generation Americans? Is the community highly organized?

What are Their Interests? What recreational and social activities are most popular? Can you tie in with establis or basic interests?

What Information and Misinformation about the UN Prevalent? Are there well known sources where author tive information about the UN may be obtained? Are th individuals with international relations experience?

What Opinions in General do the People Have About UN? Are people favorable, apathetic, or opposed?

What Approaches Have Brought Results in other C paigns? How may people be reached? Would UN par be appealing?

Activities

A UN Birthday Party With-A-Purpose is probably most popular way to get close to common basic intere Not everyone can take part in a panel, debate in a forum lead a discussion. But *everyone* can attend or give a Birthday Party. UN parties provide opportunities for while learning and at the same time demonstrate a wo neighborliness essential to strengthening the UN.

There can be big parties and little parties, from city-w festivals to club, school or neighborhood meetings. But UN Birthday Parties should have a purpose: (1) to le about the UN, what it is, what it's done, what it can (2) to entertain foreign visitors and learn about people other countries; (3) to exchange messages or gifts w people in other UN countries. Some parties can do all thr

Community-Wide Parties or Festivals will provide a p ular focus for involving large numbers of people. Folk f tivals vividly demonstrate the idea that people of all la are not so different from one another, and that the U is really a melting pot of nationalities. Nothing reac more directly to the roots of a people than their food, son music, dances, legends and arts of all kinds. Use the co munity center, school gymnasium, the town hall, governo mansion or armory, and solicit the cooperation of local a state officials.

Such large scale programs can take on one or many pects: A Festival of Nations featuring costumes, music a dancing; games of different nations; a Smorgasbord of N tions featuring foods of different countries; a pageant wh will dramatize the UN; a folk festival or a UN Birthd Party which features guests, programs and displays.

Last year a highly successful Supper Party of Natio was held in Minneapolis, Minnesota, with a *Parade Breads of Nations* as the highlight. Loaves of bread we baked and later sold at UN Birthday Parties all over t state and proceeds went to several UN voluntary rel agencies.

In Vienna, Virginia, A Night in Vienna was held, hon ing Austrian guests; and collections of food and clothi were sent to Vienna, Austria, as a demonstration of frie ship.

Put the accent on fun, but be sure that the UN and its complishments are brought into the fun in an informat way.

Send to U.S. Committee for United Nations Day, 8 21st Street, N.W., Washington, D. C., for aids which w help you organize a community program.

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and so on. A group is eliminated when they let the ball fall off the disk. The last group in the game is the winner.

Treasure Hunt in Sight

Place the objects around the room in not too obvious places, and give each couple a list of clues. They fill in the name of the object and the place it was found, but must not touch or move it.

Clue	*Object*
No buts about it	Empty ash tray
Royalty reigns	Deck of cards or chessmen
To each his own	Toothbrush
More to the shoemaker than to most people	Awl
Has the ninth of twenty-six	Needle (an eye)
Something to adore	Key or knob
Dorothy Parker's lament	One perfect rose
An orderly arrangement	Dictionary
Poor canine had none	Bone
One for the show	Theater ticket stub
Early Americans	Pair of red leather shoes (Redskins)
Rather see than be one	Picture of purple cow

Hinky-Pinky Artists

Prepare a number of slips of paper with a "hinky-pinky"—two words, one a noun and the other an adjective, which rhyme—on each one. Fold the slips and put them in a box.

A member of each team runs up, takes one of the slips from the box, and draws a picture to illustrate the hinky-pinky in such a way that his team can guess what it is. As soon as the team guesses it correctly, the next player comes up, takes a slip and illustrates it, and so on, until all the slips have been used. The team which has drawn and guessed the most hinky-pinkys correctly wins. Drawing may be done with crayon on large pieces of paper, which are held up by the artist while the team guesses. The artist cannot give his team any help except by his drawing. Some hinky-pinkys which are fun to use are:

stout trout	chilly filly	brown gown	fat rat
stable table	big pig	weird beard	seepy tepee
spare chair	small ball	lean bean	lazy daisy

Recipes for Fun

Social Games and Mixers

Steady Breather

This game is used to get people into teams.

Cut figures from tissue paper—a different figure for each team, and the same number of each figure so that the teams will be even. There should be one figure for each player. Cut one large identical figure, from cardboard or stiff paper, for each set and fasten it to the edge of an open box. Set these boxes around the room in the places where you want the various teams to assemble.

Scatter the tissue paper figures on the floor, or on a table, in the center of the room. Give each player a soda straw. He uses this to pick up one of the figures—by inhaling—and carries it in this manner across the room, and drops it into the box bearing the similar large figure. If the figure is dropped en route, it must be picked up with the straw. First group to have all its players assembled at the box wins.

This game can be easily adapted to holiday and special occasion parties by using appropriate symbols and colored straws: green straws and shamrocks, pipes, and other symbols for St. Patrick's Day; red hearts, cupids, and so on, for Valentine's Day; orange and black figures for Halloween; and so forth.

Jigsaw Mixer

Paste, on heavy paper, large pictures of well-known persons—full page, colored pictures cut from magazines are best. Cut each picture into the same number of pieces, so that there is one piece for each player. Shuffle all the pieces in a large box, and let each player draw one. Players then seek others who have pieces of the same picture. When all the players in a group have been assembled, they fit their pieces together and paste them to correctly complete the picture, write the name of the person pictured, and compose a four line biographical rhyme about him.

This is a good mixer for a "Famous Persons" party—and the finished products can be placed about the walls as part of the decorative

scheme. Or, instead of pictures of people, use familiar scenes, sheet music covers, book jackets, and so forth, to make the activity and the resulting decorations tie in with the party theme.

Proverb Mixer

Select a group of proverbs with the same number of words in each. (Have enough proverbs so that there will be one word for each player.) Write each word of each proverb on a separate slip of paper; fold the slips and mix them all together in a large box. Each player draws one slip and then goes about the room, calling out his word, until he finds someone who has a word which *could* be part of the same proverb. They join forces and call out both words in an effort to find the players with the other words. First group to correctly complete a proverb wins.

Eight-word Proverbs:

"You can't teach an old dog new tricks"
"A fool and his money are soon parted"
"When in Rome do as the Romans do"
"It takes a thief to catch a thief"
"All good things must come to an end"
"A friend in need is a friend indeed"
"An apple a day keeps the doctor away"
"Never look a gift horse in the mouth"

Seven-word Proverbs:

"Half a loaf is better than none"
"It takes two to make a quarrel"
"A penny saved is a penny earned"
"The Lord helps those who help themselves"
"An empty wagon makes the most noise"
"He who dances must pay the fiddler"
"There are two sides to every question"
"Where there's a will there's a way"

Five-word Proverbs:

"Actions speak louder than words"
"April showers bring May flowers"
"A new broom sweeps clean"
"He who hesitates is lost"
"Dead men tell no tales"
"Pride goeth before a fall"
"One good turn deserves another"
"Honesty is the best policy"

Six-word Proverbs:

"A stitch in time saves nine"
"The early bird catches the worm"
"Too many cooks spoil the broth"
"Every cloud has a silver lining"
"He who laughs last laughs best"
"All that glitters is not gold"
"Necessity is the mother of invention"
"Absence makes the heart grow fonder"

Speedy Coordination

Seat one person from each team around a table. Give them each pencil and paper, a pop bottle, and some dried beans. Time them for two minutes while they write "Peter Piper picked a peck of pickled peppers" with one hand, and with the other hand drop a bean in the bottle for each word written. Award one point for each word written in proper sequence and, after everyone has had a chance, total the scores for players on each team to find the winning team.

Spot Consequences

Prepare a list of places within the party area, and a consequence for each one. For example:

Place	*Consequence*
By the main door	Two people closest to the door must each obtain the signatures of ten people in the room.
A specified chair	Person sitting in it must find the person who has the most letters in his name.
Center of the room	All those within a given area in the center of the room must sing a song to entertain the others.
A specified corner	To the four people nearest the corner give comic hats and paper mustaches, which they must wear for the duration of the party.
Under a specified light	Give a small prize to the person directly under the light.
In front of a specified window	Anyone in this spot must pay a penny.

The list is known only to the leader, who blows a whistle at intervals during the party, and then names one of the spots and the consequence for being there.

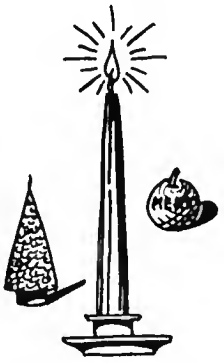
Disk Ball Balance

Cut one ten-inch disk of heavy cardboard for each eight players. Punch eight holes, equal distances apart, around the edge of each disk and tie a twelve-inch piece of string in each hole. Place the disks on the floor, with eight players in a circle around each one, and then put a ping-pong ball in the center of each disk.

Players each take hold of the end of one piece of string and, moving carefully, raise the disk until it is waist high. Each group then moves clockwise around the disk, to music if possible, while trying to keep the ball from rolling off. The leader blows a whistle at intervals and calls changes, which the groups must obey, such as: "Circle counterclockwise"; "Raise the disk to shoulder height"; "Change hands";

How To Do It! by Frank A. Staples

FORMULAS and INFORMATION



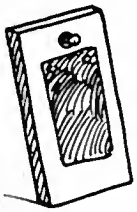
When making candles prepare the wick as follows – *Make solution - 1 cup water, 1 tablespoonful salt, 2 tablespoonfuls borax. Soak wick twelve hours.*

Before dyeing corn-husks soak in white vinegar to remove natural oils. *Rinse and dye while wet.*

Plaster of paris articles can be given an antique finish by first painting surface with a blue-green oil paint or enamel. *When dry cover with dark brown shoe polishing wax and polish with a soft cloth.*

A good dye resist to use on cloth – *1 lb. starch added to 1 pt. glycerin. Paint on cloth with a brush.*

Weather forecasting cloth or paper can be made by soaking it in the following solution – 4 oz. water, 1 oz. chloride of cobalt, $\frac{1}{2}$ oz. common salt, 75 grains calcium chloride and $\frac{1}{4}$ oz. gum arabic.



Paper towel is best when using paper – white cloth (cotton) is best for cloth. After solution soaked paper or cloth is dry and exposed to outdoor air it will change color - If *red* it indicates *stormy weather* - if *blue* it means *fair weather.*

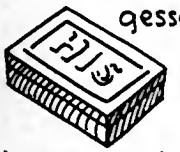
Flexible molds that can be used many times can be made out of the following solution – 1 lb. flake glue and 1 tablespoonful molasses. *Cook four hours - Paint on object to be reproduced.*

A good casting liquid *(better than vaseline or liquid soap)* is made with $\frac{1}{2}$ lb. stearic acid and 1 pt. kerosene.

When *stencilling, block printing or painting* on cloth use enamel paint. It will not fade or wash out.

A good bone and horn polish - $\frac{2}{3}$ beeswax and $\frac{1}{3}$ equal parts pumice and resin.

For a raised decoration on boxes, jars, picture frames, trays, etc. make the gesso mixture by this formula – *10 tablespoonfuls whiting mixed with water to thick cream consistency, 6 tablespoonfuls liquid glue, 2 tablespoonfuls spar varnish, 2 tablespoonfuls linseed oil. Boil in double boiler for ten minutes. Keep in sealed jar.*



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People and Events

Park Executives to Meet

Denver, Colorado, will play host to the annual meeting of the American Institute of Park Executives on September 13 to 18. Emile Mardfin is the executive secretary of the Institute, whose headquarters are at 30 North LaSalle Street, Chicago 2.

Recent Appointments

Sam Waugh, former chairman of the Lincoln, Nebraska, Recreation Board is the new Assistant Secretary of State in Washington. *Lilly Ruth Hanson*, who has been acting director of the Oak Park, Illinois, playgrounds since the retirement of Josephine Blackstock last year, was recently appointed director of playgrounds. *Lawrence Heeb*, superintendent of recreation in Lawrence, Kansas, has become state recreation consultant at the University of Kansas. *William A. Moore*, an employee of the recreation department in Louisville, Kentucky, for twenty-four years, and superintendent of the recreation division since 1940, has been promoted to a new post as general superintendent of parks and recreation.

Other appointments include: *Karl G. Alfter*, superintendent of recreation, Berlin, Wisconsin; *Sally Arouet*, director of Smith Hill Girls Club, Providence, Rhode Island; *Robert F. Bader*, recreation therapist, Spring Grove State Hospital, Catonsville, Maryland; *Ferdinand Bahr*, youth activities specialist, U.S. State Department, Germany; *Sam Basan*, superintendent of recreation, Oconomowoc, Wisconsin; *Gordon S. Bates*, recreation worker, Philadelphia; *Thomas W. Belton*, superintendent of recreation, Drayton Plains, Michigan; *Ed Bignell*, director of recreation, Pasadena, California; *Wayne Bly*, superintendent of recreation, Lawrence, Kansas; *Tom Bradley*, executive director, Greater Chico Area Recreation Park and Parkway District, California; *Kent A. Buikema*, director of physical education and recreation, Batavia, Illinois; *Mary Ann Busch*, youth activities specialist, U.S. State Department, Germany; *Paul S. Camitta*, director of Chambersburg Community Center, Trenton, New Jersey; *Jane Caton*, personnel and recreation director, Kimble Glass Company, Vineland, New Jersey; *Joseph M. Caverly*, superintendent of recreation, Freeport, New York; *Dorris Colvin*, assistant director of recreation, Columbiana, Alabama; *Elizabeth Duda*, girls' worker, Recreation Department, Caldwell, New Jersey; *Pennell S. Eustis*, superintendent of recreation, Ipswich, Massachusetts; *Ann Foose*, girls' worker, Peoples Settlement House, Wilmington, Delaware; *William Garrison*, director of recreation, Kokomo, Indiana; *Marilyn J. Gravink*, recreation worker, State Training School, Vineland, New Jersey; *Joseph A. Harman*, director of recreation, New Ulm, Minnesota; *Ronald D. Johnson*, recreation director, Monroe, W consin; *Rose Mary Jones*, assistant recreation director, C cord, New Hampshire; *Robert LaPolla*, recreation sup visor, Pelham, New York; *Edward J. Micka*, direct Friendly House, Davenport, Iowa; *Kelsey Moore*, super tendent of parks and recreation, Hope, Arkansas; *Herb F. Moran*, superintendent of recreation, New London, C necticut; *Wally Morrick*, director of recreation, Rhinela er, Wisconsin; *Earl Morrissette*, recreation supervisor, neva Youth Bureau, Geneva, New York; *Estill Mukes*, rector of Twin City Recreation Center, Bloomington, I nois; *Patricia Nelson*, girls' worker, Peter Kiewit and So Incorporated, Portsmouth, Ohio; *James Overtoom*, sup intendent of recreation, Keyport, New Jersey; *Sally Rand* girls' worker, Leominster, Massachusetts.

Certificates of Appreciation

The National Recreation Association has presented c tificates of appreciation, for services rendered as memb of district advisory committees during 1951 and 1952, the following people who have completed appointmer

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Edmun A. Ash	Verna Rensvold
Lawrence J. Heeb	Branch Russell
James C. Lewis	J. Earl Schlupp
John N. Nichols	Duane Shefte
Ben C. Porter	George Schaumberg

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Frank M. Sabino	John V. Smith

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Carl S. Munson	Irene Squires

PACIFIC SOUTHWEST DISTRICT

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Loveless N. Gardner	Robert Crawford

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C. Paul Heavener	Wayne R. Shields

GREAT LAKES DISTRICT

Don B. Dyer	Francis Shuster
Donald L. Neer	Harry Strong
William A. Smith	John Niles

SOUTHWEST DISTRICT

Alba J. Etie, Jr.	A. C. Hamilton
Morris X. F. Jeff	O. A. Ziegler
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Edward J. Hunt	Joseph G. Hergstrom
Emma Howe	Robert A. Reis

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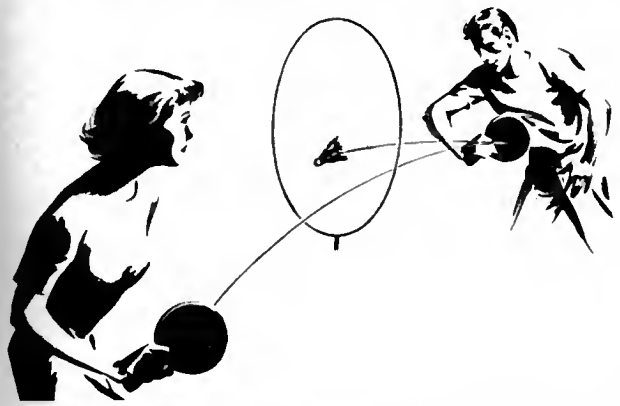

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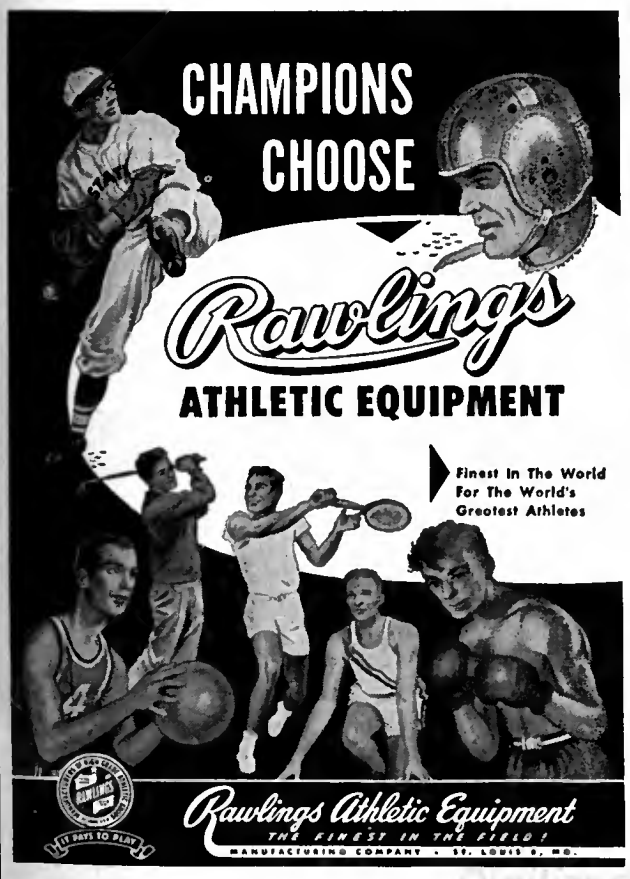

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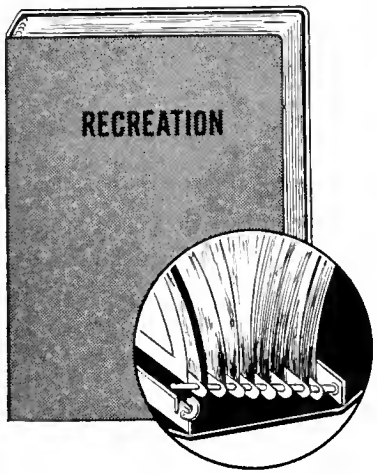

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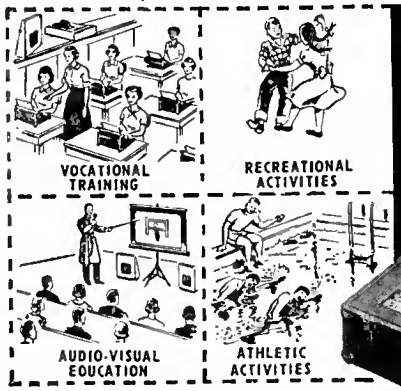

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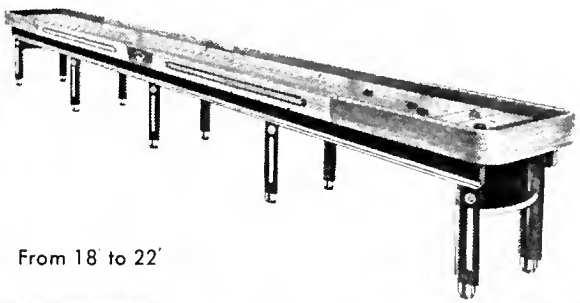

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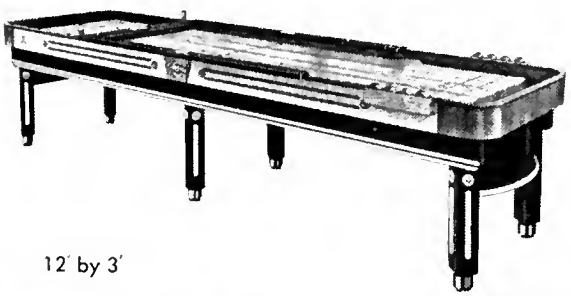

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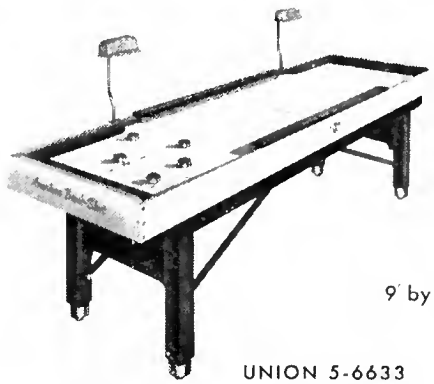

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MARKET NEWS

Light Bulb Changers

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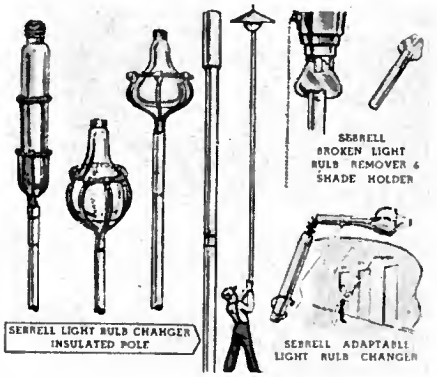
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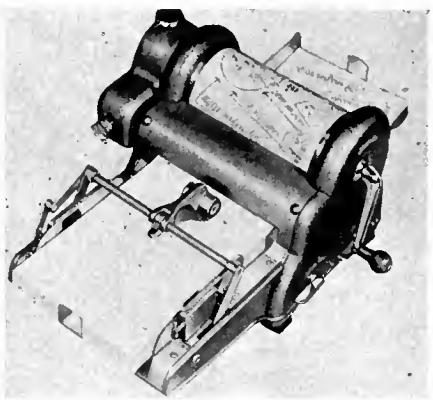
Games Equipment

General Sportcraft Company, Ltd., 215 Fourth Avenue, New York 3, New York, has some interesting new items for indoor and outdoor games: plastic shuttlecocks that will outlive the feathered variety six to one; Shu Quoi, a combination horseshoe and quoit; rubber horseshoes, quoits, and suction darts for indoors; Pateka Rio, a new badminton type game in which the bird is hit by hand instead of racquet; and many, many others. Write to address above.

Duplicator

An aid to putting out attractive handbills, programs, bulletins—anything requiring numerous copies of typewritten or illustrated material—is the Copyrite Duplicator, Model L-54. This new, improved machine is manufactured by Wolber Duplicator and Supply Company. Full information about it may be



obtained by writing to the company at Dept. 2638, 1203 Cortland Street, Chicago 14, Illinois.

Glitter Kit

For those who like glitter and sparkle in their decorating ventures—for anything from small ornaments, cards and name tags, to elaborate holiday party decorations—there is an inexpensiv gadget called the Polarfoam Glitter K which contains an adhesive in a per pointed tube and bags of colored glitte crystals. Manufacturer is O. E. Linc Company, Inc., Clifton, New Jersey, you're interested.

Plastic Draperies

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Clothes Rack

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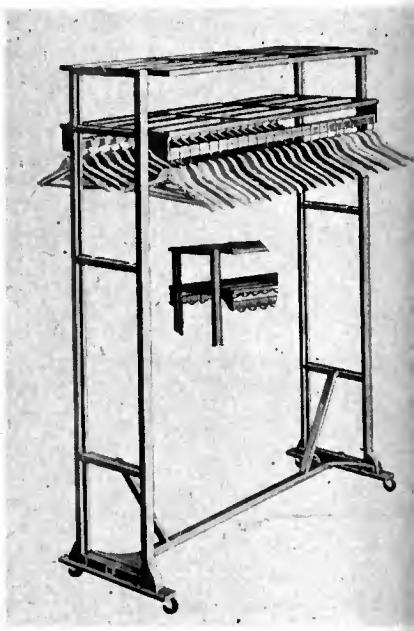

space in a small area, and may be quicl ly "collapsed" for transporting or sto ing. A helpful item, indeed, for cente with limited costume storage or chec room facilities. The manufacture Vogel-Peterson Company, 1127 We Thirty-seventh Street, Chicago 9, wi furnish further information about upon request.

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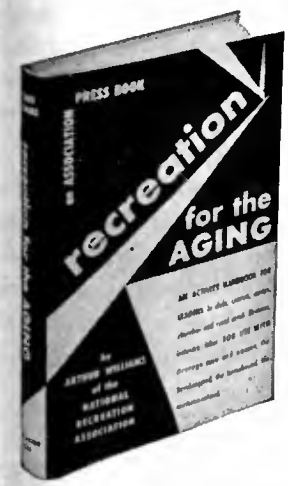

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- social activities
- organization, facilities, finance
- program and leadership

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On the Campus

Campus Study

A national committee, sponsored by the National Recreation Association, and chaired by Charles K. Brightbill, Professor of Recreation, School of Physical Education, University of Illinois, is working on problems related to campus recreation. At present sub-committees are busily preparing reports on the following subjects:

Campus Recreation
How to Choose a College (in Preparation for Recreation Leadership)
Student Field Work in Recreation

These reports should be of great interest to college students and staff members, and further information regarding them will be published in RECREATION in the future. They will be made available in published form after approval by the National Advisory Committee on Personnel.

News Notes

• Dr. Robert E. McBride, Assistan Executive Director of the America Camping Association, has been ap pointed director of recreation at Sa Francisco State College.

• In June, 1953, Richard Walker, twenty-one year old graduate of th University of Kentucky, was added t the staff of the Playground and Par Commission, Lafayette, Louisiana, a assistant superintendent.

1953-54 Fellowships

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• One-year internships in Recreatio al Therapy *offered by* the Graylyn Ho pital and the Bowman Gray School o Medicine, Wake Forest College, Win ston-Salem, North Carolina—$50.0 per month plus room and board, and certificate from the school for those wh successfully complete their training Write Chief Therapist, Department o Physical Medicine, Graylyn Hospita Winston-Salem.

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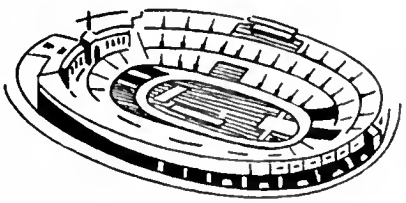

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Books Received

CANOES THE WORLD OVER, Terence T. Quirke. The University of Illinois Press, Urbana. Pp. 13. $4.50.

COLOR DIGEST. Higgins Ink Co., Inc., 271 Ninth Street, Brooklyn 15. Pp. 39. $2.00.

DANCE FOR SUSIE, Lee Wyndham. Dodd, Mead and Co., New York 16. Pp. 55. $2.00.

DOVER FOYLE SERIES: DOLLS AND STUFFED TOY MAKING, pp. 93, RUG-MAKING, pp. 87, Rosemary Brinley; LAMPSHADE MAKING, pp. 122, LEATHER-WORK, pp. 111, BASKETRY, pp. 108, F. J. Cristopher; CATS, pp. 106, Kit Wilson; AQUARIUMS, pp. 115, Anthony Evans; CARD TRICKS, pp. 96, MAGIC TRICKS, pp. 100, Wilfrid Jonson. Dover Publications, Inc., 1780 Broadway, New York 19. Cloth $1.50 each; paper $.60 each.

FLEXIBLE CLASSROOMS, Russell E. Wilson. Carter Co., 51 West Hancock, Detroit 6. Pp. 64. $3.75.

GOLDEN BOOK OF LITTLE VERSES, THE, Miriam Clark Potter. Simon and Schuster, Inc., New York 20. Unpaged. $1.50.

LIFT EVERY VOICE, Cooperative Recreation Service, The Service Dept., Box 871, Nashville, Tenn. Accompaniment edition: pp. 96. $2.25. Vocal edition (pocket size): pp. 95. $.25.

PLANNING ELEMENTARY SCHOOL BUILDINGS, N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett. Architectural Record, 119 West 40th Street, New York 18. Pp. 275. $12.50.

RETIREMENT AND THE INDUSTRIAL WORKER, Jacob Tuckman and Irving Lorge. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 105. $2.75.

WONDERS OF THE TREE WORLD, Margaret Cosgrove. Dodd, Mead and Co., New York 16. Pp. 92. $2.50.

WONDERS OF THE WOODLAND ANIMALS, Jacquelyn Berrill. Dodd, Mead and Co., New York 16. Pp. 77. $2.50.

YOUR HOUSE BEGINS WITH YOU, H. Vandervoort Walsh. George W. Stewart, Inc., 109 East 39th Street, New York 16. Pp. 248. $4.95.

Pamphlets

CHARTERS OF FREEDOM. National Archives and Records Service, Washington 25, D. C. $.25.

FERN CARTER'S BRAIDED RUG BOOK. Fern Carter, 1524 S. E. Poplar Avenue, Portland 14, Oregon. Pp. 48. $1.00.

GUIDE FOR TRAINERS OF DAY CAMP DIRECTORS. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. Pp. 27. $.50.

HELPING CHILDREN SOLVE PROBLEMS, Ruth Strang. Science Research Associates, 57 West Grand Avenue, Chicago 10. Pp. 48. $.40.

INFORMAL GROUPS AND THE COMMUNITY, Hurley H. Doddy. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 34. $.75.

LIGHTING FOR SPORTS AND RECREATION. General Electric, Lamp Division, Nela Park, Cleveland 12, Ohio. Pp. 37.

MENTAL HEALTH—EVERYBODY'S BUSINESS, Katherine Glover. Public Affairs Committee, Inc., 22 East 38th St., New York 16. Pp. 28. $.25.

OFFICIAL 1953 VOLLEYBALL GUIDE. Berne Witness Co., Box 109, Berne, Indiana. Pp. 132. $.60.

PREINDUCTION HEALTH AND HUMAN RELATIONS, edited by Roy E. Dickerson and Esther Emerson Sweeney. American Social Hygiene Association, 1790 Broadway, New York 19. Pp. 173. $1.25.

TRADE — AND AID, Beatrice Pitney Lamb. Public Affairs Committee, Inc., New York 16. Pp. 28. $.25.

VOLUNTEER JOBS. Volunteer Bureau, Welfare Council of Metropolitan Los Angeles, 733 South Figueroa Street, Los Angeles 17. Pp. 28.

WASHING OUR WATER: YOUR JOB AND MINE, Helen Beal Woodward. Public Affairs Committee, Inc., New York 16. Pp. 28. $.25.

YOUR PROBLEMS: HOW TO HANDLE THEM, Herman H. Remmers and Robert E. Bauerfeind. Science Research Associates, Chicago 10. Pp. 40. $.40.

Magazines

BEACH AND POOL, *April 1953*
Bathhouse Design and Constructio
"Official" and Standardized Pools,
How to Promote a Community Poo
Design Portfolio. VIII: Design.
Pool Operation: Sanitary Facilitie

CRIPPLED CHILD, THE, *April 1953*
Family Fun at "Parents" Cam
W. B. Schwenbohm.
Teen Agers—A Real Challenge, Ha
riett C. Johnson.

JOURNAL OF THE AMERICAN ASSOCI
TION FOR HEALTH, PHYSICAL EDUC
TION, RECREATION, *May 1953*
Volleyball Goes Modern! Harold
Friermood.
A Camp of "Firsts," Agnes M. M
Quarris.
Playday for the Elementary Scho
Alice P. Ogan.
Feature Attraction — "Recreation
Harold D. Bacon.
Evaluating Community Recreatio
Jackson M. Anderson.
The Folk Dance Accompanist,
Gladys R. House.
How We Do It.

NEA JOURNAL, *May 1953*
We've All Got Rhythm, Erma Ha
den.

PARENTS' MAGAZINE, *April 1953*
Every Child's an Artist, John
French.
Group Play: A New World for
Young Child, Rhoda W. Bacme
ter.

PARK MAINTENANCE, *April 1953*
Good Turf from the Books? or fr
Know-How? Leo J. Feser.
"Do" Signs Work Better th
"Dont's," Jennie A. Russ.
Park Finance in West Depends
Tidelands Oil.

PARKS AND RECREATION, *April 1953*
Principles and Philosophies of Pu
lic Relations, Leonard Knott.
Democracy in Recreational Pla
ning, Gordon H. Barker.
Place of Equipment in Childre
Play, Louis Bly.
Using Approved Equipment Boo
Pool Revenues, Normal R. Mill

TODAY'S HEALTH, *May 1953*
Retirement, Tonic or Slow Pois
Frank Howard Richardson, M
Work and Fun for the Shut-In He
Patient, Richard S. Bloch.

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new Publications

Covering the Leisure-time Field

Recreation for the Aging

Arthur Williams. Association Press, w York 7. Pp. 192. $3.00.

This timely volume is designed, st and foremost, for the increasing mbers of professional and lay com- nity leaders who have the respon- ility for organizing and conducting propriate programs to serve the lei- e-time interests and needs of senior izens. Its pages constitute a reser- ir of information and experience de- ed from the successful operation of ny such recreation programs that ve been sponsored by a variety of blic and private agencies, organiza- ns and community groups. Errone- s procedures and pitfalls which uld be avoided are made clear.

Interestingly discussed, as well as an- ered, are such practical questions : What do older people want to do? hat can they do? What opportuni- s for recreation and more interesting ing are available to them? To what ids of recreation activities and inter- s do they most eagerly respond? hat types of group and community rticipation will give them greater rsonal satisfaction, self-confidence d status? How can the right kinds of creation services be provided for han- capped, homebound and institution- zed older citizens?

Many tested procedures and sugges- ns of special value are presented in e chapters dealing with the principles d techniques of sound organization d operation; with program activities st suited to the needs of this particu- age group; the sources, qualifica- ns and training of leaders necessary direct such programs; the facilities at must be provided; methods of fi- ncing; the effective use of existing mmunity resources; and the types of encies and groups which can spon- r them. It is not a publication pri- arily on activities, although many ggestions on program organization d content are included.

The final chapter, which consists of typical examples of well functioning recreation centers and programs, provides much useful information on workable procedures. The comprehensive bibliography reveals rich resources of additional material on the various phases of the over-all problems of recreation for the older citizen.

In addition to presenting the *how* of planning suitable recreation and group work activities for the older citizens, this ready reference guide performs another valuable service. It tells *why* such leisure-time community service is vital today. Fortunately the American public is adopting a belated but challenging concept of the coming role of our senior citizens in the current social order. This book should help all of us, irrespective of age, "to know him better as a human being, an individual still with hopes and aspirations, creative capabilities, and with a contribution which he can still make and wants to make to society."

A resource volume so definitely geared to realistic problems of recreation for America's senior citizens will appeal especially to recreation leaders, group workers, educators and religious leaders. Much of its content will likewise be found helpful by welfare workers, doctors, psychiatrists, psychologists, labor leaders, industrialists and gerontologists, all of whom attest to the values of recreation.—*Charles E. Reed*, Field Department, National Recreation Association.

Leisure Activities of Youth in Berkeley, California

Davis McEntire. Berkeley Council of Social Welfare, City Hall, Berkeley 4, California. Pp. 53. $1.25.

This study, made six months ago, is so thought-provoking that it would not be fair not to call it to the attention of those readers who look and think beyond the circle of their immediate jobs. A careful study of the findings of this objective survey should make all of us in public and private recreation work stop and take a careful look at our programs. How well are we serving youth?

Why, in a city blessed by an unusually good location, climate, public spirit, civic pride, excellent facilities and leadership, do 34 per cent of the youth *never* attend a park, playground or recreation center? Why do 40 per cent of the junior high school girls never attend, while only 15.6 per cent of the boys never attend? Why does this figure jump to 57.1 per cent in the case of senior high school girls, and to 26.9 per cent of senior high school boys? If this is so in Berkeley, what would the percentages be in less fortunate cities? What is the reason? Have we geared our programs too much to lower age groups? To lower income groups? Do we fail to please the girls by our choice of activities? What should we do about it?

Such questions will arise in every page of this survey. They're good questions, too—important to ponder over, to discuss in staff and board meetings, and to try to solve in our program planning.

Another very valuable and informative part of this survey includes the leisure activities of various ethnic groups—Negroes, orientals and youth of Mexican parentage. The variance in their pattern of activities should be very instructive and provocative to leaders of such groups, or those who work in communities that include such groups.

If you read this report, don't read it casually. Analyze the figures, compare them, study the charts, study the recommendations, and try to interpret the study in terms of *your* work and *your* community. It's well-worth doing!—*Virginia Musselman*, Program Service, National Recreation Association.

Play for Preschoolers

National Council on Physical Fitness, Department of National Health and Welfare, Ottowa, Canada. Pp. 70. $.25.

A most attractive and comprehensive little booklet on the three- to five-year-olds, illustrated in color. Every parent or recreation leader should have it—and can afford to at the attractive price! Don't fail to order a copy.

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COMING EVENTS

1953

OCTOBER

Sept. 28-Oct. 2	National Recreation Congress in Philadelphia
1-8	National Newspaper Week
1-31	Red Feather Month
4-10	National Letter Writing Week
4-10	National Employ the Physically Handicapped Week
4-11	Fire Prevention Week
5	National Newspaper Day
7	Birthday of James Whitcomb Riley (1849) "The Hoosier Poet"
9	Great Chicago Fire (1871)
9	Canadian Thanksgiving Day
10	Naval Academy Opened at Annapolis (1845)
11	Grandmothers' Day *and* Grandparents' Day *to honor grandparents and senior citizens*
12	COLUMBUS DAY
12-17	National Posture Week—*Better Health through Better Posture*
14	Birthday of William Penn
15	National Poetry Week
16	John Brown's raid on Harper's Ferry (1859)
18	Alaska admitted to U.S. (1867)
19-25	United Nations Week
19-25	National Bible Week
24	UNITED NATIONS DAY
24	Transcontinental telegraph line completed (1861)
25-31	Girl Scout Week
26	Erie Canal opened to traffic (1825)
27	NAVY DAY
28	Statue of Liberty dedicated (1886) *gift to U.S. from France*
31	HALLOWEEN

NOVEMBER

Oct. 30-Nov. 30	Jewish Book Month
1	National Author's Day
1-7	American Art Week
1-7	National Cat Week
2	World Community Day
2	Birthday of Daniel Boone (1734) *frontiersman, explorer, trapper*
3	Panama declared independent (1903)
3	Election Day
4	Birthday of Will Rogers (1879) *humorist, actor*
6	Birthday of John Philip Sousa (1854) *American "March King"*
6	Birthday of James Naismith (1861) *creator of basketball (1891)*
7	National 4-H Achievement Day
7-14	American Education Week
10	U.S. Marine Corps created by Continental Congress (1775)
11	ARMISTICE DAY
13	Birthday of Robert Louis Stevenson (1850) *novelist, poet, essayist*
14	Sadie Hawkins Day
14	Birthday of Robert Fulton (1765) *American inventor of the steamboat*
15	Pike's Peak discovered by Zebulon Pike (1806)
15	Philippine Islands declared a free commonwealth (1935)
15-21	National Book Week
17	Suez Canal opened (1869)
19	Lincoln's Gettysburg Address given (1863)
19	Birthday of George Rogers Clark (1752) *Indian fighter and conqueror of Northwest Territory*
23-29	National Latin American Week
26	THANKSGIVING DAY
29	Birthday of Louisa May Alcott (1832) *author of "Little Women"*
29-Dec. 3	National 4-H Club Congress
30	Birthday of Samuel Langhorne Clemens (Mark Twain) (1835) *outstanding author, journalist, humorist*

DECEMBER

5	Birthday of Walt Disney (1901) *creator of animated cartoons*
6	St. Nicholas Day
6-13	International Golden Rule Week *to promote better world understanding*
7	Pearl Harbor Day
8	Birthday of Eli Whitney (1765) *American inventor of the cotton gin (1793)*
9	Birthday of Joel Chandler Harris (1848) *creator of Uncle Remus stories*
10	Puerto Rico admitted to U.S. (1898)
13-20	Hannukah (Feast of Lights) *Jewish religious festival*
14	Amundsen reached South Pole (1911)
15	Bill of Rights Day—First Ten Amendments added to the Constitution (1791)
16	Boston Tea Party (1773)
17	First successful airplane flight by Wright brothers at Kitty Hawk (1903)
21	First day of winter
21	Forefathers Day commemorating landing of Pilgrims at Plymouth (1620)
23	Birthday of Cornelius "Connie Mack" McGillicuddy (1862) *dean of baseball*
24	Christopher "Kit" Carson (1809) *famous frontiersman, guide and trapper*
25	CHRISTMAS
25	Birthday of Clara Barton (1821) *nurse, founder of American Red Cross*
26	Mason and Dixon completed the survey of the boundary line which became a symbol of the border between North and South (1767)
31	NEW YEAR'S EVE (Watch Night)

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Recreation Leadership Courses

Sponsored by the National Recreation Association
and
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September, October and November 1953

HELEN M. DAUNCEY Social Recreation	State of Alabama October 19—November 12	Mrs. Jessie Mehling, Supervisor Health and Physical Education, Department of Education
ANNE LIVINGSTON Social Recreation	Cleveland, Tennessee (tentative) September 21-24	Warren F. Magee, General Secretary, Young Men's Christian Association, 363 Spring
	Waco, Texas October 12-15	John Morrow, Director of Parks and Recreation
	Corpus Christi, Texas October 19-22	Mrs. June Finck, Superintendent of Recreation, Old City Hall
	Galveston, Texas November 2-5	William Schuler, Superintendent of Recreation, 2119 Twenty-seventh Street
	Temple, Texas November 9-12	Jamie Bonner, Director of Parks and Recreation, Recreation Center
	Oklahoma City, Oklahoma November 16-19	Alvin Eggeling, Superintendent of Recreation, City Hall
	Portales, New Mexico November 30—December 3	Joseph F. Dickson, Chairman of the Division of Health and Physical Education, Eastern New Mexico University
	Sumter, South Carolina December 8-11	Harry R. Bryan, City Recreation Director, Recreation Department
MILDRED SCANLON Social Recreation	(Schedule being arranged)	
FRANK A. STAPLES Arts and Crafts	Toledo, Ohio September 14-23	Eugene Shenefield, Executive Secretary, Toledo Council of Social Agencies, 441 Huron Street
	Stockton, California October 5-15	E. Seifert, Superintendent of Recreation, Recreation Department, City Hall
	Rochester, New York December 9-11	Rex M. Johnson, Secretary Character Building Division, 70 North Water Street, Council of Social Agencies, Inc.
GRACE WALKER Creative Recreation	Durham, North Carolina October 12-15	I. R. Holmes, W. D. Hill Community Center, 1308 Fayetteville Street
	Wadesboro, North Carolina October 19-22	Mrs. Dorothy Goodson, Supervisor, Anson County Schools
	Nebraska Wesleyan University Lincoln, Nebraska October 26-29	Miss Garnet Guild, College Secretary, American Friends Service Committee, Inc., 4211 Grand Avenue, Des Moines, Iowa

Members of the training staff will be in attendance at the National Recreation Congress, Philadelphia, September 28 to October 2.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like communicate with the sponsor of the course as listed above.

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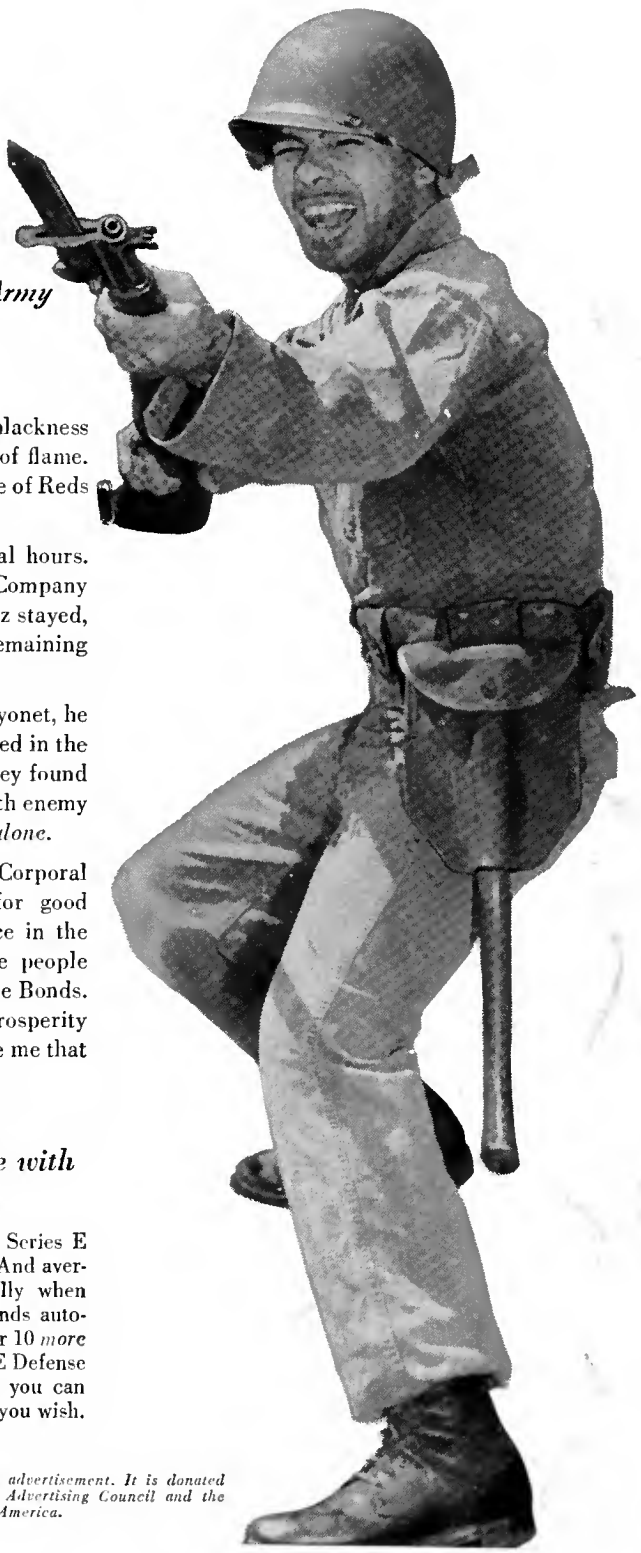

0200 HOURS! Suddenly the pre-dawn blackness on Hill 420 split into crashing geysers of flame. Yelling, firing, hurling grenades, a horde of Reds pushed up the hill toward G Company.

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Then his M-1 jammed. Fixing his bayonet, he leaped out of his foxhole and disappeared in the darkness toward the attacking Reds. They found him in the morning, wounded, ringed with enemy dead. But he had stopped the attack—*alone*.

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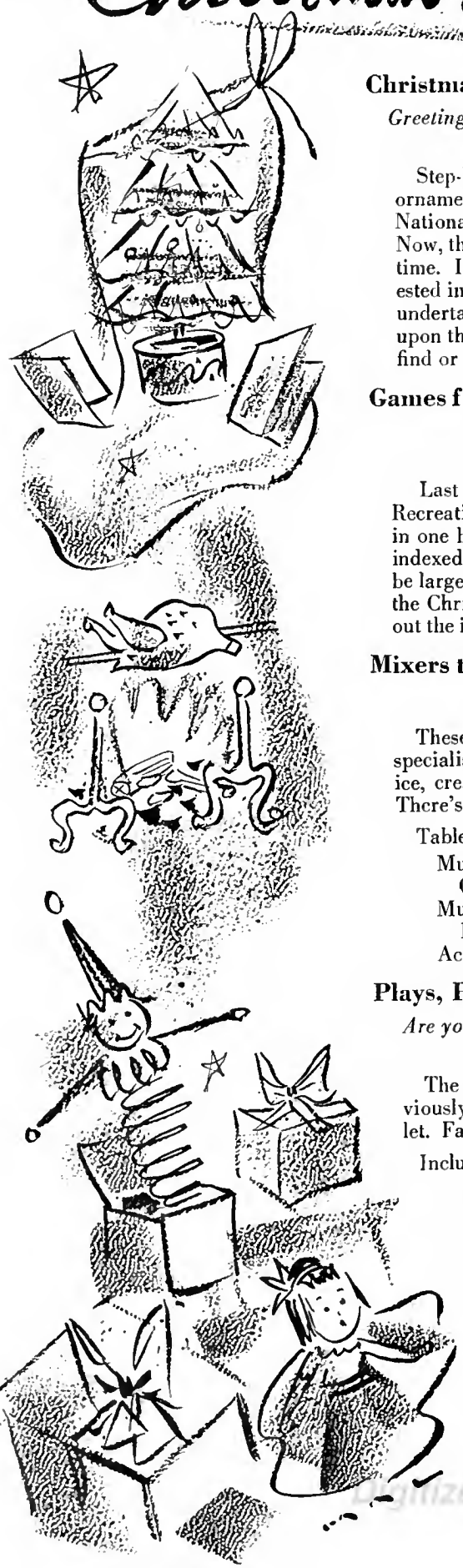
Christmas Suggestions



Christmas Crafts and Decorations

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Step-by-step directions for making many different types of Christmas cards, ornaments for the tree, decorations for the home, have long been available from the National Recreation Association, in mimeographed bulletin or reprint form only. Now, this new, convenient, illustrated booklet brings them all together for the first time. It will be invaluable to recreation workers, teachers and individuals interested in Christmas crafts. Many of the projects described are simple enough to be undertaken by small children; some may be either simple or complex, depending upon the artistic ability and skill of the craftsman. None of them require hard-to-find or expensive equipment. Price 65¢.

Games for the Christmas Season

Mixers and Partner-Finders • Active Games • Quiet Games
Suggestions for Distributing Christmas Gifts

Last year you'd have had to buy a dozen separate bulletins from the National Recreation Association to get all these games. Now we've collected them for you in one booklet! All the material you need, for not one but many parties, is here, indexed and with suggested age ranges for each game. Whether your party is to be large or small, for little folks, teen-agers, adults or the whole community, this is the Christmas game book for you. Just order your copy, decorate the hall, send out the invitations—and your party is under way. Price 65¢.

Mixers to Music for Parties and Dances

Dozens of Mixers—That Will Start Your Party Off With a Bang!

These are the favorite mixers of the National Recreation Association's training specialists—and they'll be your favorites, too! They're made to order for breaking ice, creating gaiety and getting parties and dances underway with a real swing. There's no age limit on this kind of fun! Price 65¢.

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Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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ASSOCIATE EDITORS
Recreation Administration, GEORGE BUTLER
Program Activities, VIRGINIA MUSSELMAN

Vol. XLVI-A Price 35 Cents No. 5

On the Cover

Hello Mr. Pumpkin! Once again young America prepares for that magic evening when witches ride, and goblins lurk in every shadowy corner. Photo by Philip Gendreau, New York City.

Next Month

Our special Outdoor Winter Sports Issue, in November, will present a picture of what is being done with outdoor winter facilities and program in a variety of communities throughout the country. Gone are years when winter activities were confined indoors. Variety and skill are the watchwords of the outdoor program of today. Mixed with the articles on ski tows, ice-skating rinks, street-sledding procedures, an artificial hill, games, snow sculpture, ice revues and so on, in this issue, will be suggestions for Christmas projects. Don't miss the excellent "Filming Winter," which will give you the detailed "how-to-do-it" for the taking of snow photographs. "Starting a Winter Sports Program," and "To Start From Scratch," are two of a number of articles which will be helpful to those who want to initiate a winter program in their own communities.

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Page 269, *Chicago Daily News,* Chicago; 271, *Worcester Telegram and Gazette,* Worcester; 272, National Board YWCA, New York; 273, Amin Sadik, Department of Sports, Cairo, Egypt; 285, Department of Recreation, Greenbelt; 291, 292, 293, Department of Recreation and Parks, Los Angeles; 294 (left), 295 (right), Madison Square Boys Club, New York; 294, 295 (bottom) Acme Newspictures, New York; 301, Department of Recreation and Parks, Fayetteville; 302, (upper left) Ridenour Studio, Fayetteville; 302, (upper right, lower right) Department of Recreation, Honolulu, Hawaii; 303, *Waterloo Daily Courier,* Waterloo.

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Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

The Importance of Recreation in Our Rapidly Changing World

Editorial

Josephine D. Randall

IN ONE generation, our living conditions have changed so materially that our ancestors of a hundred years ago would be appalled if they were able to return to our world and see it as it is today.

The brains of our present civilization have invented ways to travel by sea, over the earth, and through the air at speed beyond the imagination of our forefathers.

The invention of our communication systems—with telephone, telegraph, radio and television—has made us a close neighbor to all people all over the world.

The invention of our motion picture machines and the development of our motion picture theatres have changed, in one generation, the need to satisfy our instinctive urge for music and drama through individual effort.

The many recent household mechanical devices to simplify work in the home have saved time, labor, and have also replaced much of the necessity for creative endeavor.

Our generation may be characterized by motion, speed, noise and mechanically operated activities.

The brains of our present civilization have also discovered how to cure many of the ills which were, in past generations, beyond control. Important discoveries are made yearly in new methods of medical treatment. Longevity has been extended almost fifty per cent in one generation.

Probably the most important discovery of all time is how to split the atom and how atomic energy can be released for use by man.

All frontiers on the surface of the earth have been reached and man is now exploring the bottom of the sea and the extent of the universe.

These frontiers will also be reached and new frontiers will be sought.

While man is inventing new ways to make possible release from physical effort, new methods to cure ills, and seeking new frontiers to conquer, he is neglecting the exploration of his creative and spiritual needs. He is ignoring the strain of the many changes suddenly placed on his nervous system.

Mechanical inventions have provided us with leisure before we have learned how best to use it.

What are the results? The mental hospitals are filled to capacity and new ones are required. The use of narcotics has increased and alcoholism is not an unusual condition.

Our newly found leisure offers a threat—and a hope. We do not know which way our leisure hours may take us—to new joys and to new heights of happiness and attainment, or to roads that spell defeat for ourselves and for our civilization. We cannot predict what the future may hold, but we do know that our society has the power within itself to determine what the course will be. The course that is open is education—education for leisure.

Research and experimentation in social fields are just as important as research and experimentation in industrial, commercial and scientific fields, and warrant like consideration.

Recreation is the balance wheel in the transition from our old to our new way of life and has much to do with the growth, development, and the future welfare, of our civilization. The machine must become the servant of man.

How can each city and town provide the opportunity for the fulfillment of its investment for the future—in its citizens' leisure time?

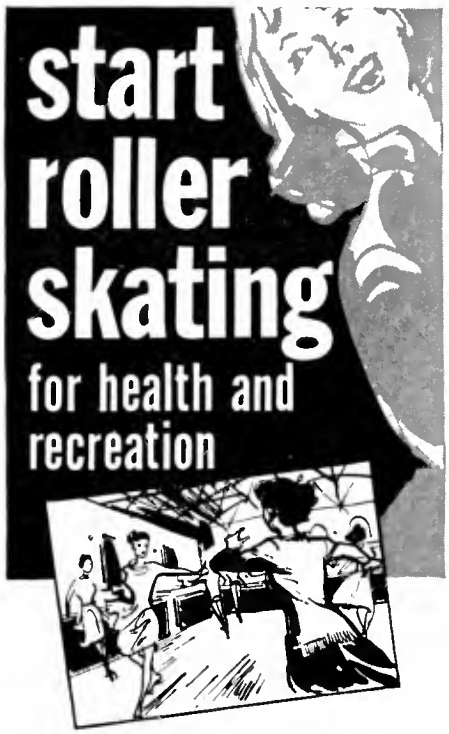
The answer may be found in well kept, attractive, recreation centers, for all age groups, as free as possible from mechanical noises and confusion of the streets; centers where a quiet, restful atmosphere of cleanliness, order, system and beauty abides: where all feel at home and all feel relaxed: centers where the little child, the adolescent, the adult and the senior citizen have opportunity to participate in physical and creative activities as interests dictate; centers where leadership is available for all interested in arts, crafts, dramatics, music and sports, and where all share in responsibility.

When playgrounds and recreation centers were first considered a proper function of government, the activities available were largely for children. It soon became apparent that opportunities for a well-rounded program of activities had to be made available for adolescents too. As the adolescent became an adult it was a natural sequence that recreation opportunities were extended to young adults.

The results of our many inventions and discoveries during the past decades made possible a longer life span, and industrial and business agencies were encouraged to require an earlier age for retirement. Thus our senior citizens suddenly became heir to good health, long life, and to many enforced hours of leisure. If habits and interests for constructive leisure-time activities have been formed during childhood and young adulthood, the hours spent by our senior citizens during their free time will be a great asset to the community. But if the community has not had the foresight to make provision for the proper use of the free time of all its people, young and old, the waste to society and to social progress will be inexcusable and will be a blot upon our future civilization.

The answer lies in the years ahead; but the responsibility lies in the course the community chooses to take today.

DR. JOSEPHINE RANDALL *recently retired from her position as superintendent of recreation in San Francisco.* *See* RECREATION, *June 1951, page 161.*



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Letters

From Other Lands

Sirs:

With great satisfaction I have received your copies of the magazine, RECREATION. You can't imagine how I am glad and grateful for your kindness and helpfulness. These numbers came just in time to be useful in our work.

As you have known, our job is to create new citizens during the course of recreation and sports work.

According to Mr. Rivers' short program here, he visited only one of our "Social Sports Centers," at Guiza, near Cairo; but I am very sure that he would have reached a more complete and clearer opinion if he could have visited the others of our playgrounds and centers.

AMIN SADIK, *General Inspector of Physical Education, Department of Sports, Cairo, Egypt.*

* * * *

Sirs:

Thank you very much for the copies of RECREATION which you recently sent to us. They will be a valuable addition to our magazine reference collection. In fact we have had several questions in the past few months which could have been answered by articles listed in the magazine; and we will no doubt have more such questions.

The collection would be even more useful if it would be possible to fill in some of the missing numbers. *Do you think that some of your members or readers would have back files which they would be willing to part with* in such a worthy cause? I am enclosing a list of the numbers that are lacking, just in case there might be someone able to complete your generous gesture:

1937, Jan., March, Oct.; *1938*, March, June, July, Aug., Nov.; *1939*, June, Dec.; *1941*, Sept.—Dec.; *1942*, Jan., Feb., Apr., June—Dec.; *1943*, Apr., July, June, Sept.—Nov.; *1944*, Jan., Feb., Nov.; *1945*, March—May, Aug.; *1946*, Jan., Feb., June, Oct., Nov., Dec.; *1947*, Jan., Nov.; *1948*, Jan., Apr., May, Aug., Oct., Nov.; *1949*, Feb., March, May, Aug.—Dec.; *1950*, Jan.—March, May, June, Dec.

For the more recent and current numbers we can refer our borrowers to the United States Information Library which has a subscription.

RUTH MCBIRNEY, *Librarian, The American Library in Paris, Inc., 129 Avenue des Champs Elysees, Paris.*

* * *

Sirs:

I take an interest in your publicatio called RECREATION and I do not fail t read the same whenever I visit the U. S I. S. Library in this part of India.

H. B. OZA, *Bombay, India.*

* * * *

• See also "International Understan ing," page 272.—Ed.

Suggestion from Layman

Sirs:

I believe that checker boards an checkers should be available at all re reation places, or in city parks the might have Checker Pavilions wit tables at which men and women can e joy themselves.

Your organization could reach ci officials to do this. They furnish go tennis, baseball, soccer, basketball, why not encourage checker games f youngsters and old people? It is a gre and learned game and trains the min and also is a great relaxation; and breeds more friendships by seeing ho much we know or how little we kno Girls learn checkers fast, being ve able players. Hope you can encoura this in girls' clubs and boys' clubs a fraternal organizations, and in ci parks all over the nation. Boards cou be painted on tables and checkers own by players.

JAMES E. MCDONALD, *Somervil Massachusetts.*

Baseball School

Sirs:

In answer to your request for inf mation about local baseball clinics, the Letters page of your June issue, are glad to write that, while we do have a full baseball school, we do run baseball clinic, for the boys of this are

We are fortunate in having B Doerr, one of the former greats of t American League. Bob has agreed conduct a clinic for the kids on t consecutive Saturdays before our leag season starts. He is doing this volu tarily—all we had to do was ask hi When baseball coaches of Oregon U versity and the high schools in this ar heard that Bob Doerr was to condu a baseball clinic, we had all the ext volunteer help we could use.

The clinic will be broken down f three different age groups. Our P Wee group, eight-, nine-, ten-year-old Pony, eleven-, twelve-, thirteen-ye

ds; and Teens, fourteen to seventeen. he instruction will start at 9:00 A.M., or the Pee-Wee, 10:00 A.M. for Pony nd 11:00 for Teens. Individual help ill be given in the afternoon. We ex- ect a turnout of some four hundred oys. The subjects to be covered are atting, throwing, catching, base run- ing, infield play, defense and offense rategy.

We are advertising this event over ie radio and in the newspapers, and rranging special displays in the depart- ient store windows featuring pictures f Bob Doerr with autographed bats.

CLAYTON E. ANDERSON, *Superintendent, Willamalane Park and Recreation District, Oregon.*

New Booklet

irs:

This is to request ten reprints each f the series of articles, entitled "School- ity Cooperation," by George Butler, hich has been appearing in RECREATION.

These articles have been requested by ie members of our respective school nd recreation boards, with everyone ast coming to the belief that this plan f cooperation will be the only practical ay to realize expansion needs.

W. J. CALHOUN, *Director of Recreation, Opelika, Alabama.*

This series of articles has now been ublished in booklet form. Available rom the National Recreation Associa- ion. Price seventy-five cents.—Ed.

Sports Motivation

irs:

I have very closely studied Mr. Kel- er's article, "Sports Motivation" in the eptember issue of RECREATION, and an unreservedly say that I think it is ery well done and very timely. His ubject touches upon something which s very important to all of us, namely, he using of every honorable means pos- ible to sell recreation and to stimulate ts growth and acceptance. Many of us n the field are dubbed "promoters" nd, as he suggests, this term has too ong had—in the minds of professional eople—an ugly connotation.

Perhaps I am very biased in favor of Mr. Keller and his theories because I ave always believed in the necessity of notivation, having learned this when tudying to be a teacher, and having ap- lied it ever since in the classroom, the thletic field, the camp playground and ommunity center. However, needless o say I have gathered quite a reputa- ion for being a "promoter, big opera- or, circus manager, and so on." Mr. Keller's paper, in my opinion should be compulsory reading and used for study in every college recreation course offered today. If there is any area of recreation which needs proper motiva- tion, development and supervision, it certainly is the field of community athletics. Please note our statement:

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PUBLIC RECREATION offers Much to Community Athletics . . .

HERE games are played in a clean and wholesome atmosphere, according to the rules and with good sportsmanship . . .

HERE also we play when we want to, as we want to and for our own fun and enjoyment . . .

WE WIN when we can and lose graciously when we must—for in recreation we can't "lose"—as it is all gain! . . .

TO US the most important thing is that we play . . .

OVER 1200 of us from five years to forty-five are on this great athletic team . . .

This is your program . . . support it!

(Displayed in our Recreation Office)

This is something which all communities should have, in that it gives direction and purpose to what they are doing.

WILLIAM H. RIDINGER, *Director of Recreation, Concord, North Carolina.*

* * * *

Sirs:

Mr. Keller has brought out a number of very helpful points in his article, "Sports Motivation"; however, he has omitted one excellent method of motivation. Sports participants should be given many opportunities to assume responsibilities often carried by the adults sponsoring the sports program. The child can assist in many publicity areas, in planning the programs, as well as in the actual conduct of the games—in addition to his part as a player in these activities. Many routine jobs can eagerly be performed by players when not active in the games.

KATHERINE W. MONTGOMERY, *Director of Physical Education for Women, Florida State University, Tallahassee.*

* * * *

Sirs:

I believe Mr. Keller's article is an excellent contribution to a recreation worker's check list of essential things to do when one launches any selected activity in an organized recreation program. . . . The theme is clearly revealed to the reader in paragraph three when the writer refers to a "basic formula" for planning any organized recreation program. . . .

He should receive a big *thank you* from his colleagues for assembling a good list of elements for immediate practical application in any on-going situation and for discussions among those who conduct training and in-service training sessions.

CHARLES F. WECKWERTH, *Director Recreation and Youth Leadership, Springfield, College, Massachusetts.*

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Things You Should Know . .

▶ We have delayed increasing the price of Recreation magazine in spite of steadily rising production costs, through these last years. It has not been easy, and now, an increase has become an absolute necessity. *Beginning January 1, 1954,* therefore, the cost of a yearly subscription to the magazine will be higher. The new price will be announced in our next issue, after cost analysis is completed. *Place your order for a new subscription, or renewal, now,* if you wish to take advantage of the present rate, which is $3.00 per year, $5.50 for two years.

▶ As you receive this issue of Recreation, or shortly thereafter, the 35th National Recreation Congress will be in session at the Hotel Bellevue-Stratford in Philadelphia. Reports of and materials from the big meeting will be published in the first possible issue of this magazine.

Latest additions to the list of distinguished speakers at the Congress include Secretary of the Interior Douglas McKay who is speaking on Wednesday. Vice Admiral H. G. Norman, C.B., C.B.E., of Great Britain, General Secretary, National Playing Fields Association, is addressing banquet guests on Thursday.

▶ Also at the Congress this year, Recreation magazine is featuring a display which will be more complete than in previous years. A staff member—either the editor or editorial assistant—will be in attendance. Both will be delighted to meet personally as many of their readers as possible, to receive suggestions, give information, take your subscription or renewal, sell you a single copy of the magazine, or just chat. Be sure to look for this display in the National Recreation Association Consultation Center.

▶ Advance notice of dates for spring 1954 NRA District Conferences: Pacific Southwest, February 14-17, in Santa Rosa, California; Middle Atlantic, March 17-20, in Buck Hill Falls, Pennsylvania; Southeast, March 17-19, Columbus, Georgia; Southwest, March 25-27, Dallas, Texas; Pacific Northwest, March 29-31, Spokane, Washington; Great Lakes, March 30-April 2, Minneapolis, Minnesota; Midwest, March 31- April 3, Hutchinson, Kansas; Southern, April 21-23, Chattanooga, Tennessee; New England, May 11-14, Massachusetts. The complete schedule of these meetings, with further details, will appear in the January issue of Recreation.

▶ The National Section for Girls' and Women's Sports, a department of the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C., now has a new leaflet, available free. This gives its purpose, standards, and lists its current publications. The NSGWS is an organization of leaders in physical education and recreation who serve in schools, colleges, industrial plants, military services, public and private clubs and agencies.

▶ The Survey of Community Recreation in Alaska, conducted by the National Recreation Association, at the request of the United States Department of the Interior, is being published as one of a series of the Alaska survey reports, and will soon be available. Up to the present, copies of the recreation report have been sent to Governor Heintzleman, and to Delegate Bartlett. The regional office of the department is furnishing copies to others in Alaska.

▶ An all-day state meeting on "Recreation Opportunities for Our Senior Citizens," will be conducted by the Public Recreation Association of New Jersey, in the Alexander Hamilton Hotel of Paterson, on October 20th.

▶ A Time To Play, the new song of the National Recreation Association, with music by Paul Smith and lyrics by Hazel George—which was tried out by delegates at the banquet of the Seattle National Recreation Congress—has been published by Carl Fischer, Inc., of New York. Copies will be for sale a the Philadelphia Congress, or can b ordered from the National Recreatio Association. Price, fifty cents.

▶ The annual meeting of the Asso ciation of Southeastern State Park Di rectors will be held at Table Rock Stat Park, South Carolina, October 7-10.

▶ Outdoor winter sports will be th special emphasis of the November 195 issue of Recreation.

▶ Mr. Toshi Yoshida, prominent Ja panese print artist and successor to h father, Hiroshi Yoshida, world-renow ed master of this art, will be in th United States from October, 1953, t February, 1954, to exhibit the work o his family and to give public lectur demonstrations on the art of printmal ing. Mr. Yoshida, who speaks fluen English, will be able to spend from or day to one week in each communit He will expect to receive an honorariu of fifty dollars for each demonstratio plus living accommodations while he guest of the sponsoring organizatio The amount of this honorarium may b subject to negotiation where conditio warrant it. If you would like to sche ule a demonstration and exhibition b Mr. Yoshida, write to the NRA f further details.

Red Cross Clubmobiles Enter Korea

The Department of Defense has once again turned to the American National Red Cross to furnish club-mobile personnel in the Far East. To furnish this service, Red Cross has issued a call for a limited num ber of qualified young women.

Since the end of hostilities in the Far East, leisure time group activi ties for servicemen are even more vital than heretofore. Clubmobile girls will carry on a diversified rec reation program. Applicants mus be between 23-30 years of age, have a college background, special apti tude for group recreation in such fields as music, dramatics, art, and so on. (Supervisory personnel wil be selected from experienced Red Cross staff.) Salaries begin at ap proximately $230 monthly accord ing to the background and experi ence of the applicant. Travel and maintenance while overseas are fur nished. Additional information may be obtained from Personne Service, American National Red Cross, 18th and D Street, North west, Washington 13, D. C.

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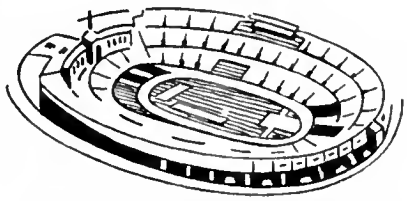

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Editorially Speaking

Juvenile Delinquency

● In scores of cities, according to an AP report, children are committing more and worse crimes than at any time since World War II. In a survey of the juvenile court records of many major cities, it was found that: juvenile delinquency started to increase in many in 1948; the rate jumped in more cities after the Korean outbreak; it is now rising fast in many areas; if the rise continues, it will soon reach the rate of the World War II peak. The AP pointed out that nearly all juvenile court judges and social workers agreed that home influences are a major factor in juvenile delinquency and that "wars tend to break up homes and create other factors adverse to the welfare of children."

● According to a report by The Committee on Public Health Relations, of the New York Academy of Medicine, the use of narcotics by adolescents reflects deprivations in cities rather than a problem of moral degeneracy or failure of law enforcement. The report declared that the adolescent uses narcotics to compensate for lacks of recreation, adequate social contacts, suitable employment and satisfactory living conditions. But it was agreed that the mere provision of better housing, more playgrounds and teen-age clubs would not solve the problem because only a small percentage of the teen-age population used narcotics as a compensating factor.

● In New York State, Governor Dewey signed a bill extending the New York State Youth Commission until 1956. This is a state agency working to prevent juvenile delinquency. The juvenile delinquency rate in this state decreased slightly in 1952 over the preceding year.

● A St. Lawrence University sociologist, Dr. Herbert A. Bloch, reports that tension between parents in middle-class homes is a prime factor in swelling the number of emotionally disturbed delinquents—according to an announcement in the *New York Herald Tribune* in August. His statement was made at the meeting of the fourth annual institute on delinquency and crime. Dr. Bloch adds, "Children from poorer homes often are delinquents but do not necessarily show signs of emotional disturbance."

● Hearings on juvenile delinquency will be held this fall by a Senate subcommittee headed by Senator Hendrickson of New Jersey, according to newspaper reports.

● Publications on juvenile delinquency, prepared as part of current campaign for better services for delinquent children, include: *Some Facts About Juvenile Delinquency; What's Happening to Delinquent Children in Your Town?; Helping Delinquent Children.* Limited supply available from Bertram M. Beck, Director, Special Juvenile Delinquency Project, Children's Bureau, U.S. Department of Health, Education and Welfare, Washington 25, D.C. A copy of the first title on the list was enclosed with the NRA Affiliate Membership Letter, May 29, 1953.

Board Members

In-Service Training for School Boards

It's back to the classroom for school board members in six southern Illinois communities. Under a project conducted by the Midwest Administration Center, at the University of Chicago and Southern Illinois University, fifty members of boards of education are taking a year's training to help them do a better job. Field trips, group meetings at Southern Illinois University, and visits to public schools are included in the program—along with outside reading and homework!—*Guidance Newsletter*, April 1953.

Your Recreation Board Members

Let's face it—all of your recreation board or commission members are not aware of the full meaning of recreation and some of them have no appreciation of your efforts to improve your program.

The recreation director naturally is responsible for educating his board and keeping members up-to-date recreation-wise. One of the very best ways to fulfill this obligation is to invest a few dollars in subscriptions to RECREATION magazine, published by the National Recreation Association, for every member of your board or commission. See to it that magazines are sent to their home addresses and not to their offices. This also gives the board member's wife and family a chance to read RECREATION and call special articles to his attention which he in turn can call to *your* attention. It should not make any difference to you if you have been trying to get the same idea across to him for the past year without success. This is one of the surest and easiest methods of getting your board members interested in you and your program.—*Parks and Recreation Newsletter*, Tennessee Department of Conservation.

MOST INTERESTING SUGGESTION OF THE MONTH

RECREATION BOARDS—There has been a great deal of discussion about the function of recreation boards, the number of members and the duties of each. One solution to these problems might be to divide their duties and make each member responsible for one of the established precepts which apply to success in any field.

For example, there would be one member to keep his feet on the ground, another to keep his ear to the ground, and still another who would keep his head in the stars. The duty of one would be to see that the executive kept his nose to the grindstone, another to make sure that he kept his hand on the wheel, and another to see that he kept his eye on the ball.

This would call for a board of six members. If it seemed inadequate, a seventh member could be appointed to keep his nose out of other people's business.—*Anonymous.*

● If anyone is interested, this is said to be apropos of congress sessions for board members.—Ed.

"Reading is Fun"

This is again the slogan for National Children's Book Week, November 15–21. The *Manual for Book Week*, put out by the Children's Book Council, 50 West 53rd Street, New York 19, was mailed to all associate members of the National Recreation Association with the September *Associate Letter*. If you are not an associate member, write to the above address for a copy. It contains the list of all 1953 Book Week Aids which are available from the council. These include posters, book-marks, phonograph records, streamers, a book character picture quiz and *The World of Children's Books*, a publication including fifteen articles on the subject, recommended book lists, dealers supplying book exhibits and a list of State Traveling Exhibits. The charge for the booklet is $1.50.

Charles E. Reed

The Need for More Lay Interest

In the Planning and Development of Community Recreation

As PROFESSIONAL and lay workers in the field of recreation, we are always interested in any current conditions or changes which appear to be affecting, vitally, the progress and success of our efforts to provide recreation opportunities in our communities. Some of the things which occurred during the past calendar year have real significance for those of us who are now planning and working for the future. Some of these pertinent developments are particularly related to the role of the lay citizens in this field.

At the close of each year, the National Recreation Association asks the members of its field staff—which gives service to more than 2,200 communities in the eight districts covering the entire country—to file with our national office a report of the progress of recreation developments in these various localities, and to point up some of the problems and influences which may cause some concern. At our national office, therefore, we have reviewed these reports which give information regarding the financing of existing recreation programs, the adequacy of present recreation service provided by such programs, the competency of recreation leadership and other important factors. National staff workers uniformly and repeatedly called attention to the significant service being provided in scores of communities throughout the country by lay citizens; and they supplied extensive evidence as to the importance of such volunteer lay leadership.

Their reports indicated that seventy-seven communities in the country established organized public recreation programs for the first time during 1952, and that sixty-nine of the seventy-seven communities provided a citizens' recreation board or commission as the administering authority. In forty-two instances these boards were provided with legal power. The reports also showed that, for the first time in several years, tax support of local recreation programs was leveling off. Some places suffered actual cuts in their budgets; and more calls came to the association's field workers, asking them to come in and assist with efforts to prevent such reductions. By comparison with previous years, fewer communities held referendums on bond issues and recreation levies, and a higher percentage of those who did so suffered defeat.

The reports indicated greater improvement in the extent and quality of local recreation programs, with the best provision being made for playgrounds and sports programs. Many local programs are still weak on activities for girls and women, and for certain adult-age groups including older-age citizens. Too many departments still do little or nothing to provide programs of community music, drama, and arts and crafts. (The last activity, however, is progressing more rapidly than other cultural phases of the program.) This condition is one of the reasons why the National Recreation Association, last year, appointed a National Advisory Committee on Programs and Activities, and assigned a member of the national staff to work exclusively on developing appropriate program materials for use by local recreation departments and agencies.

The national field workers' reports revealed also that the vast majority of communities still lag in their provision of qualified leadership. It is very evident that there are not enough leaders, they are not sufficiently well qualified, and many of them are working without adequate compensation. The recreation movement lost, during 1952, a number of top-notch professional leaders. Some of them took up war emergency assignments, and others left the profession permanently for more lucrative positions in business and industry.* Twenty-one such losses of key recreation leaders occurred in two

From talk delivered by MR. REED, *Manager, Field Department, National Recreation Association*, at the Pacific Southwest District Recreation Conference, held in Long Beach, California.

of the major mid-western states alone. In the Middle Atlantic District there were nineteen during the year, and in New England the loss was at the rate of one each month.

Uniformly the reports indicated that, in all the districts, the extension of recreation areas and other types of facilities took place at a more rapid pace than adequate funds could be provided for their maintenance. Even more seriously, programs and leadership services are suffering as a result of expenditures for upkeep of properties.

Those of you who are from small communities, represent a group of localities and rural areas which are increasingly active in trying to provide new programs of recreation. Some of you are responsible for operating programs on a county-wide basis. This is another area of interest and promotion in which recreation needs more and better leadership—both from professional and from volunteer lay leaders.

During the past year or more, and particularly during the recent national political campaign, the general public was highly charged with reports of waste in government, and with appeals to economize and to reduce taxes. It is inevitable that such propaganda, so intensely projected into the public mind, should find expression in terms of local efforts to reduce recreation budgets, programs and personnel. Adequate provision of such tax funds and service, and the desired authorization of more bond issues and special recreation levies, are the responsibility of our lay citizens as voters in the community. In the last analysis, their interest and attitude are the determining factors.

In the early 1930's when the full impact of the economic recession brought severe reductions in tax expenditure for recreation programs and services, the National Recreation Association made a study of what was happening in a great many communities throughout the country, particularly to see if there was any direct relationship between the type of administering authority that existed in these communities, and what was happening to the recreation program. It was found that, in those communities where public recreation was administered by a board of lay citizens, or especially by an official recreation board or commission, recreation suffered less financial loss, lost fewer leaders, and maintained its program of activities and facilities on a much more normal level than did those cities with other types of administering authorities.

In time of trouble it has always paid to carry the consideration of recreation to key lay citizens, even when they may not have seemed favorable at the moment. Recently, the public recreation department in an important mid-western city requested a substantial increase in its budget for the current year. It was learned that the Tax Payers Association, a powerful group in this community, was opposed to any increases in the local municipal service. The recreation authorities in this community took their budget to the tax payers group, explained the need for the increase, and asked them to review it and study the recommendations. The group did so, and members later reported that they thought the increase requested was needed. Furthermore, a representative of their group appeared before the local city council in support of the increase, which was granted.

At the present time, the national leaders in the education field are making an unprecedented effort to have members of local school boards better informed regarding their duties, the problems they face, and their responsibilities as board members. The National Citizens Commission for Public Schools is spearheading this endeavor. It is interesting that the University of Southern Illinois has been conducting, during this past year, a special training course for school board members.*

The National Recreation Association, recognizing the growing requirements of the public recreation movement and the indispensable part lay citizens play in its success, is giving special attention, through the national board and the national staff, to this phase of the association's national program. The association will likewise be emphasizing an educational program among lay citizens in a number of ways. For one thing, it will be giving increased attention, through its field staff, to promotion of more neighborhood lay committees and organizations in support of local recreation services. More attention will be given to inviting and utilizing the services of local recreation board members, and other lay leaders, to state recreation meetings and to the association's annual district conferences. Special effort will be made to keep the honorary board members and officers of the association better informed, and to utilize their services in helping the association in the formulation of policies and in the extension of its services to the recreation movement.

Throughout the forty-five years of the association's work, it has found widespread and increasing interest on the part of lay citizens in recreation and an ever mounting readiness on their part to serve on administering recreation boards and important community committees. These volunteer lay citizens respond to an important community challenge, such as that of community recreation, and they readily see that we are all in big business when trying to provide the kinds of programs which the children, young people and adults of our communities want increasingly throughout the country.

In the light of what is now happening from coast to coast, it is more evident than ever that we must have an informed and interested lay citizenry if we are to have adequate programs, sufficient qualified leadership and the necessary funds to support such important services.

American Education Week

American Education Week will be celebrated November 8 to 14, this year. To observe it, plan cooperatively with your local schools. A parade, or special athletic contests might be arranged, with the municipal recreation department taking an active part. Write American Education Week, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C., for ideas.

* See "Salaries? Well, for Budget's Sake," by W. C. Sutherland, page 275.

* See "Editorially Speaking," page 266.—Ed.

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A PAN HANDLER

By trade, Aage Paulsen is a crane operator. After working-hours, he spends his time getting everything he can, from cement to professional leadership, for children of the city.

Bevier Butts

THE line, "For Goodness Sake—A Pan Handler," was the heading of a feature story in the *Chicago Daily News* in May, 1952. It concerned Aage Paulsen, Waukegan, Illinois, playground and recreation board member, who spearheaded a community project which resulted in a badly needed fieldhouse in one of the city's oldest and most used parks.

When Paulsen said he believed the building could be secured by contributions of materials and labor, even his own father said he was "off his rocker." While a few local projects had been accomplished, the majority had died for lack of support. However, after a year and eight months of intensive work, the fine building, twenty feet by thirty feet, containing an activity room, fireplace, toilets and heating plant, was formerly dedicated, on July 20, 1952; and it stands as a monument to a man who had faith in himself and above all, faith in the generosity of his fellow townsmen.

Previous promoters of civic projects had made appeals for money on the basis of estimated cost. Paulsen used a new approach which is most certainly the secret of his success.

Through the local paper, the Waukegan *News-Sun*, he announced the project and his intention to depend on contributions of *labor and materials*. On the date stipulated for the start of the project he rounded up shovels, neighborhood youngsters and adults, and dug the trench for the foundation. From there on he built step by step, asking for those things most immediately needed. Through literally yards of column inches generously accorded by the *News-Sun*, by personal solicitations, and by letter, he secured everything needed.

Youngsters who will benefit from new clubhouse will take personal pride in the building which they helped construct.

The trench being dug, he asked for sand, cement, gravel, mortar mix which he got for the foundation. Concrete blocks were next and he got a few, most of which turned out to be corner blocks; but he and volunteers put up what they had and issued a call for more. Naturally, it was not easy, but the durable Dane kept doggedly at it, assisted by a park neighbor, Clarence Gehrls whom Paulsen named co-chairman; and the building grew. Many promised and then didn't deliver, which slowed progress, but someone always eventually came through. The gas company dug trenches, the city street and water department dug up the street to hook into sewer and water mains. To make sure that the workers never got thirsty, local bottling concerns contributed case after case of free pop. It seemed that Waukegan individuals and firms liked to have a definite part in the construction, so materials and labor from ce-

MR. BUTTS *is recreation director in Waukegan, Illinois.*

ment and plastering contractors, plumbers and plumbing supply houses, lumber yards, building contractors, excavators, electrical supply firms and building supply houses—while they didn't exactly pour in—came in sufficient quantities to meet immediate needs. Individual electricians promised but didn't show up. A letter to the union, fortunately received a day prior to a meeting, brought immediate response. Roofing companies contributed remnants from contract jobs, none of which alone was sufficient. So they were assembled at one spot and two or three of the proprietors created a pattern, using different remnants, which is of real beauty. Nurseries contributed shrubs and trees, and a feed house gave grass seed to build a new turf. The Great Lakes Naval Training Station issued a pass to their "dump," and many usable items were salvaged. A heating contractor completed the layout with a unit with a retail value of about five hundred dollars.

Although Mr. Paulsen discouraged gifts of cash, as such, individuals, firms, and organizations who had nothing to contribute which could be used, participated by purchasing something immediately needed. Therefore, the judges, the mayor, lawyers and other professional men can point to what their money bought. In all, 143 firms and individuals contributed materials and 150 others contributed labor for construction. Youngsters as young as eight years of age got into the act, and one seventy-year-old grandmother wielded a shovel. Even the plans were contributed by one of the leading architects.

An estimated two thousand persons attended the dedication which featured a band concert, the best in entertainment, and wound up with a dance on the blacktop all-purpose play area, also donated by an asphalt construction firm. All services were contributed and neighborhood women, girls and men, prepared and handed out thousands of sandwiches, dozens of cases of soft drinks, and carton after carton of ice cream bars, most of which were donated by loyal friends of the project.

Too much credit cannot be given to Aage Paulsen, quoting State Conference delegates, "whose smile shines out like a light." Those who know him well know that he will give the shirt off his back to anyone who needs it more. Whenever the county judge needs a temporary foster home for some unfortunate boy he calls Aage, who never turns him down. The amount of compensation barely covers food, and as clothes are usually needed, Paulsen and his attractive wife Bernice cut somewhere to supplement. He is always first in line to come to the assistance of his fellow man in need, and his civic achievements are many.

Since completion of the building, there has been no vandalism. Neighborhood youngsters whom Paulsen labeled his "labor battalion" will probably see to it that there isn't any. They put in too many hours of work to want to see it destroyed.

In some cities, getting a park fieldhouse would probably mean very little. In Waukegan it is a major achievement. It will stand for many years as a monument to Paulsen, but also as a concrete evidence that, given a good cause, American people continue to be generous. God bless them.

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Architect's drawing of new girls club, Worcester, Massachusetts. Wing on left.

A Dream Fulfilled

Mrs. Raymond E. Murphy

NOT OFTEN does a woman have the opportunity to see the provisions of her Last Will and Testament carried out. But that is just what has happened to Miss Dora E. Dodge, director of the Worcester, Massachusetts, Girls Club. Several years ago Miss Dodge wrote a pamphlet entitled "I Give and Bequeath," in which she expressed her wishes for American girls. It was printed in 1938 by the National Recreation Association under the title "Her Rightful Heritage," and has since then been widely circulated.

After bequeathing many good things to girls, Miss Dodge made a final bequest. "*Item:* Since I do not have wealth to bestow, save only understanding, I dedicate to little girls who do not have these things a lifelong effort to establish somewhere a clubhouse, equipped to supplement the homes of our city to meet this need as I know it. I would hope therein to suggest what could happen to a nation if it once became aware of the wealth and power that lies dormant in its potential motherhood." Now, after fifteen years, the Worcester Girls Club has a brand new clubhouse, equipped to supplement the homes of the city.

This fine new building, which has cost the citizens of Worcester more than $700,000, did not result from dreams alone. It took hard work and skillful planning on the part of many people. A group of civic minded folk worked toward this end for many years. Mrs. Clifford Anderson has given more than thirty years to this service, and Mrs. J. Herbert Johnson has worked with the Girls Club for a similar period. Many of Worcester's men have been equally interested, giving both time and advice as it was needed. But in a larger sense, the new clubhouse is really a community project made possible because many citizens believed in it and were willing to work for it. The Worcester Girls Club is, of course, one of the Community Chest affiliates and owes much to its backing and support.

The new clubhouse is particularly interesting to recreation people because it expresses Miss Dodge's philosophy of what a girls club should mean to the community. It is a modern brick, glass and stone building, set on a hill in one of Worcester's most congested districts. Hundreds of girls live within easy walking distance, and hundreds more can reach it by bus.

The building is L-shaped, the left-hand wing housing the auditorium with its stage, cloak rooms, and dressing rooms. There is a place to store scenery and a room for costumes, and, above all, there are workshops where costumes and scenery can be made and rooms where classes in drama can be held. These classes do not limit themselves to preparation for big productions only. There are daily classes in story telling and story dramatization, informal classes that give little girls an opportunity to develop their hidden, and often thwarted, desire to pretend they are someone else.

There is a lounge and snack bar, and near at hand are the offices that house the director and her staff. The right end of the main wing contains a 60-foot swimming pool and two sets of locker rooms. This arrangement provides for possible use of the pool by boys when occasion demands, which illustrates an interesting point of view maintained by the Worcester Girls Club. Girls, particularly teen-age girls, are not interested in isolation, but in real life conditions in which boy's activities and girl's activities are blended. Hospitality is one of the dearest needs of girls.

Behind the pool and its locker rooms is a large gymnasium. Here games are played, not only athletics, but musical and singing games and dancing. And speaking of dancing, provision has been made to have dances that boys as well as girls may attend in the auditorium. Not far from the gym is a game room where ping-pong tables, and the like, can be found.

The second floor houses the domestic arts. There are sewing-rooms, a music-room, a library, kitchens, dining-room, and a laundry. Here classes are held in the housewifely arts, classes that are informal and good fun. Here little girls learn to become housewives and mothers. There is a nurse to teach them baby care, with dolls for the younger girls and real hot water bottles and clinical thermometers for the older ones. The instruction is practical, down to earth training that has proved its usefulness in many a Worcester home.

In this way the dream is being fulfilled. The clubhouse is a place where a girl may learn to be proud of the job she will do as a wife and a mother, where she may learn some of the finer things of life as well as the practical.

MRS. MURPHY *is a member of the Public Relations Committee of the Worcester Girls Club, Worcester, Massachusetts.*

United Nations Day—October 24, 1953

Do not overlook United Nations Day in your town, and in your local recreation department. This should be a "special" day designed to give impetus to a variety of other program activities, throughout the year, which will bring about a better understanding of the peoples of other nations. We have learned that nations cannot live in isolation in a world grown smaller through modern means of transportation and communication. We must become better acquainted and learn to plan together if we are to live in peace and steer a wise course in a world of complex international relationships.

A Few Program Suggestions

1. *International Bazaar*—Have you any nationality groups in your town? If so, why not consider the organization of booths and programs sponsored by these groups—and fund-raising tables, with the proceeds to go to the International Children's Fund, or another UN relief agency. Promote co-operation of groups.
2. *The Community Center*—Plan a center program which will display or introduce handcrafts, paintings, clothing, cooking, dancing, music of nationality groups. Highlight special UN Day projects. Let your art groups contribute UN Day posters, decorations.
3. *UN Day Dance*—Use an international theme. Include some folk dancing. Some prominent person might be asked to speak briefly on the UN.
4. *UN Day Parties*—Invite visitors from other countries, wherever possible, and encourage questions about customs in other lands. Include their games, dancing, costumes.
5. *Games*—Learn and play simple games played by children in other countries.
6. *UN Sing*—Have a folk song festival. Prepare new lyrics to old favorites so that everyone will know the tune. Teach a few songs from other countries. Include a specially-created UN choral presentation.
7. *UN Quiz*—Stimulate members of teen-age and senior groups to prepare quizes related to UN activities and have several young people together participate in answering.

Internationa

Hockey in India

India has been the world's hockey champion five times in a row. She won the championship first in 1928 at Amsterdam, Holland, by a score of 28-0, followed by victories in 1932 at Los Angeles, in 1936 at Berlin, in 1948 at London, and in 1952 at Helsinki, Finland.

There are many reasons for the popularity of this game in India and for her consistent world championship record. The Indian climate is suited for hockey the year around, and it is an inexpensive sport. A branch of a tree and a medium-sized stone will do for equipment and even two persons can form opposing teams. A special playing field is not necessary either, and throughout the country—in villages and towns—one can see young and old joining in the game, much as baseball is played on sandlots in the U.S. and cricket on the village greens in England.

One of the most popular presents to children, in India, is a hockey stick. The game is universally played in schools and colleges, and there are few educational institutions without a hockey field. Where there is none, boys do not hesitate to trespass on the adjoining ground. Just as the ambition of American small boys is to be a big-leaguer, every Indian youngster dreams of making the All-India hockey team. There are nearly three thousand hockey clubs in the country.

Y-Teens wash clothes, Tokyo YWCA Camp. Here, training and development of leaders is linked with recreation program.

Dhyan Chand, India's captain at the Berlin Olympiad, earned the title, "Wizard of the East," by his excellent stick-work. His partner was his brother, Roop Chand. When those two were on the field, the opposition scarcely got near the ball. The two brothers, un-agitated and without strain monopolized it between themselves—and the scoring, too.

On being asked by newsmen in European and Asian capitals to explain their magic, they simply replied, "It is not magic. It is the combination of a supple wrist, quick foot-work and a keen eye for the ball."

In the Helsinki finals the Indian team was on top from the beginning of the game. Before five minutes were up, Balbir, the center forward, had scored a goal. At half-time he had piled up three more.

The Dutch paper *Tijd*, congratulating the winners, wrote:

nderstanding

Volleyball match in Egypt. Every sports center has a court.

The Indian team in this game showed the best hockey ver played on the European fields. They made perfect use f their superiority in body technique and treatment of the all and their short passing was so well aimed that the ame was played by India, and Holland more or less also n as a sparring partner."

Other athletic events in which Indian sportsmen partici- pated at Helsinki were boxing, swimming, weight-lifting nd wrestling.

Letter from Tokyo YWCA

Every year, on World Fellowship Day, we have held ery colorful programs with the aid of the representatives f many countries staying in Tokyo. Last year, the Y-Teens lubs and Business Girls' Clubs began to prepare for this rogram early. Before the summer, each club chose differ- nt countries and began studying about that country and ending letters asking for materials for the exhibition. On lovember 15th the results of the study were shown in a rand pageant under the title of the year's theme, "One Vorld." More than two hundred people of twenty-four ations participated in a program that attracted a large udience as it has done every year.

The international program of the Tokyo YWCA is so opular that usually leading newspapers give it good pub- city. Foreign residents and Japanese alike have been so ager to participate in the courses on Japanese culture, oreign cooking classes, and so on, that in some cases egistration has had to be closed before the classes opened.

Three new subjects were initiated last summer. One was one-day-stay-at-home camp for working widows and their hildren. Thirty-six mothers came from the municipal orkshops, with fifty-one children, and enjoyed a program f songs, games, crafts for the children and a cooking les- on and a nap for the tired mothers. When asked what they anted to do most, the mothers unanimously said they ished to rest, and this they did. Thirty members partici- ated in the over-all project, and stores, such as meat shops, lorist, candy stores offered reduction of prices and a book- hop owner brought children's magazines as gifts.

The other two projects were short-term camps for rural irls and young women who live near the two camp sites wned by the Tokyo YWCA. Hitherto, the campers had een mostly girls from big cities. What the YWCA gave hem in the way of spirit and program was something quite new, and many of them liked the camp so much, they promised to come back next year. To save the expense, the campers were asked to bring their own rice and vegetables. —KIKUYE TABUCHI, *Tokyo YWCA, Japan.*

Cairo, Egypt

In the course of recreation and sports work in Cairo, Egypt, it is our job to look after the youth outside of school hours, and army personnel in their leisure-time—from sports and social points of view. Therefore our daily program begins in the afternoons and continues through the evenings.

Our membership, for which no fee is charged, is confined to workers and the poorer classes of population only; and all of our sports centers are localized in the middle-class and poor areas.

We began in 1942 with only one center; now we have nineteen, scattered throughout Egypt. Every sports center consists of basketball field, volleyball field, ring for weight-lifting, carpet for wrestling, ping pong table and set, and—in some centers—a complete football playground, with adjoining rooms, lockers and baths. Our aim is to establish one center or more in every district and town! However, the lack of money and leaders is the main problem.

We started with only thirty boys; now we have 2,500 including those from twelve to sixteen and young men from sixteen to twenty-five. We are concerned with their physical, moral and social welfare, although up to the present, physical culture has been the basis of our work.

Our program includes the well-known games: basketball, volleyball and ping pong, for boys: weight-lifting, wrestling, football (soccer), for young men only. Special gymnastic tables are compulsory and one of the principal requirements for participation in the competitions. In addition to all of these, music, drama and camping are offered.

During the last sports season, we held a special tournament for our social sports centers in: gymnastics (mass work), basketball, volleyball, ping pong, drama and music —for both boys and young men; weight-lifting, wrestling and football, for young men only. Up to now (June 16, 1953), we already have finished seventy-three matches, with 650 participants. Our season will be finished on June 26, when a sports day for all finals will be held. Truly, we now have well-trained boys and players of very high standard, in every game.—AMIN SADIK, *General Inspector of Physical Education, Department of Sports, Cairo, Egypt.*

A hobby pays off

SELLING AMERICA IN GERMANY

James D. McKinley

THIS IS THE report of a hobby that grew into the serious business of selling America.

I had come to Germany as a youth activities specialist for the Office of Military Government, in September, 1948. I had no idea that I would be stationed in Bremen, a city of 420,000 people, and that this city, officially the U. S. Zone of Occupation, would be surrounded by the British Zone of Occupation. I had brought with me, however, 35 mm colored film slides of recreation programs and facilities which I had photographed in the United States.

The first few weeks in Germany were devoted to giving talks on youth and sport work, generally; and then, a small club requested a talk on life in the United States. No specific topic was suggested, and an illustrated presentation of "What the Audience Could Do in Their Leisure Time Were They Living in the United States," seemed well suited for the group. The film slides including scenes of Colorado, Wyoming, Utah, Arizona and New Mexico, offered a splendid opportunity to show America's outdoor programs at their best.

The audience, therefore, visited Denver, Colorado, and saw street scenes, a rodeo in action, the parks of Denver and the children on the playgrounds. A national basketball tournament was shown in some detail. Next, they travelled to Yellowstone National Park and our vast system of national parks was described. Native animals and nature lore of this area were included. The geysers, paintpots, hot springs, waterfalls, streams, lakes and canyons appeared in all their glorious color. To progress to Glacier National Park required but a change of a picture, and then began a series of slides on mountains and glaciers, lakes and gorgeous mountain flowers. Emphasis was placed upon the international boundary, with Canada's Waterton Park and the dedication of the entire area as Waterton-Glacier International Peace Park.

From Glacier National Park the audience travelled to Grand Coulee Dam, to Seattle and Tacoma, Washington, to Mount Rainer, to the Olympic Peninsula, to Portland, Oregon, along the Columbia River, down the Oregon Coast and to San Francisco, California, where again they saw many scenes of young and old engaged in recreation. They visited the riding academy, the golf links, baseball fields and tennis courts. Again and again the variety and scope of American recreation was impressed upon them—hardly describable in words, but shown in color before their very eyes. To conclude the show, they were taken to Salt Lake City, where the Utah Centennial celebration was in progress. They saw a mammoth parade of gaily decorated floats, automobile racing on the salt flats and many sporting events. When they came to the end of the trip, they were given the opportunity to ask questions, of which the following are but samples:

How long can one camp free of charge in a national park?

How can so many people in a city smaller than ours have so many more chances to play without paying high prices?

Could I play tennis in that city without belonging to a club?

Do factories in America have sports and other leisure-time activities for workers?

Does every city have so many different leisure-time activities in which boys and girls can take part?

Who pays for all this recreation work?

The young people were vitally interested in the side of American life which was different from the scenes of the Statue of Liberty, sky-scrapers of New York and large number of automobiles, that made up their common conception of the United States. Seeing was believing, and they saw that America had much to offer her citizens, rich or poor, young or old.

As an experiment the illustrated talk was a success. The leading question allowed for the full explanation of community recreation, the history of the formation of our country, the struggles of territories to statehood and so forth.

It resulted in a flood of request for other showings of the same film and of any others that were available.

The fact that the talks were so well received suggests that states, cities, schools, clubs and organizations in the United States could send to Germany sets of films and stories of their state, city or industry, so that the story of America can be told in full. The projectors to show such pictures are on hand. The stories can be translated.

Translation from Newspaper, *Weser-Kurier*

● COLOURED AMERICA . . . The Western U.S.A. shown in wonderful coloured pictures in the Amerika-Haus, by Mr. McKinley, touching the visitors heart and eyes, is wild and beautiful. It has its own strange, primeval idyllic, even expressed in words as: Pueblo-Indian, Sierra-Nevada and Rocky Mountains. His talk even covers such cities as Santa-Fe, the capital of New Mexico and more than likely the only capitol in the world where no train is leading into it, but also San Francisco and its "Golden Gate" . . . And probably the biggest part of the extraordinarily grateful applause meant this last picture, because it was showing a different America than the one we know from crime-stories and Hollywood-movies, a country with a rich, beautiful—and untouched—nature.

MR. MCKINLEY *was, in 1949, youth activities specialist for the Office of Military Government, Bremen, Germany.*

$ALARIE$

Well, for Budget's Sake!

W. C. Sutherland

YES, SALARIES for the budget's sake. You, the city manager, mayor, councilman, board member, general public, do you want to conserve the budget? Would you like to make the recreation tax dollar go farther—buy more recreation and better quality too?

Now don't get too far ahead of me. I don't mean cut salaries; that is the last thing to do. I mean increase 'em and as fast as you can. *Cheap leadership is the most expensive item in the budget.* As trustees of other people's money, we should not permit such waste. Has not experience taught that you get just about what you pay for? How about it, you folks who buy clothes, steel, lumber, wool, automobiles—isn't that so? The same thing is true with personnel—you get only that for which you pay.

Of course, I know that some of you have six- and seven-thousand dollar recreation executives to whom you are paying four and five thousand per year. Also that you are getting some of those supervisors and center directors for five hundred dollars to one thousand dollars less than what they are really worth.

But, is that playing fair with these experienced, hard working and loyal leaders? Does your city want something for nothing or more than it's willing to pay for? Let's put it another way. Is it good business or economically wise to pay well-qualified leaders a sub-standard salary? I doubt it. For one thing, some more up-and-coming city will eventually discover these people, recognize their worth and show appreciation in terms of an offer of really professional salaries.

When that happens "turnover" of personnel begins and, turnover is expensive. This can happen to your city if your salary schedules are not up to standard. It has happened to other cities that have since admitted their costly mistakes. It is about to happen to others as this issue of the magazine goes to press. In fact reports, from one large section of the country, just received, indicate a turnover of over 18 per cent.

Why do the best business and industrial firms pay good salaries and then—to make doubly sure they will not lose workers—supplement basic income with bonus, pension, deferred payment and stock plans? The primary reason is dollars and cents—the costs of recruiting, training and selecting new workers in addition to loss in production. The wise concerns do not intend to lose the investment in training and experience given to workers and let competitors reap the benefit.

If there is any truth in this observation, isn't it all the more significant for recreation—where leaders are working with people instead of things? What about the loss and waste in human values? What profit it a community if it gains a low salary scale and loses its self-respect?

Are not the children on the playgrounds, in the parks and community centers the same as those in the schools? Is not their safety—physically, morally and spiritually—and their general welfare just as important out of school as in school? The greatest hazard to the recreation movement, the greatest obstacle in the way of attractive parks, playgrounds and livable communities is bad leadership. It kills recreation at the roots and drains away its spirit.

Recreation is big business with large investments in properties, buildings and facilities. Only good management and qualified leadership will assure a fair return. The stakes are large economically and socially.

Recreation is a recognized profession, standing on its own feet and maintaining its individual identity. It has a well defined philosophy, personnel standards and professional training centers granting graduate and undergraduate degrees in recreation. Specialization has taken place at the graduate level in such areas as community recreation, hospital, rural and industrial recreation. There is something wrong with community pride and civic leadership when truck drivers, plumbers and unskilled and non-professional workmen are paid more than qualified recreation leaders. Recreation leaders must invest in college training and professional preparation. They must have good character, leadership ability and a variety of functional and activity skills.

MR. SUTHERLAND *is the director of the Recreation Personnel Service of the National Recreation Association.*

They must maintain a respectable living standard and provide for continuous cultural and professional development. There is something wrong with an economy where high standards of education and the best in human qualities are demanded and substandard salaries prevail.

Who should be interested in fair salaries for recreation workers? The answer is—*everybody*. Public officials, service and civic clubs, chambers of commerce, churches, Junior Leagues, PTA's, mothers clubs and all community spirited groups should work for fair salaries for these essential leaders who give so much for so little.

Board members, what can you do to help improve the situation? If you are about to hire a recreation superintendent or if you have one already on the job you should analyze his position, if this has not already been done. What is it he does that makes him important to your community? What are his duties, functions and responsibilities? What worker requirements, and personal and professional qualifications are necessary for one in such a position to function satisfactorily? Write it all up so that you will understand and have no doubt about the significance of this position. Then you will be able to interpret its importance and value to those who can help bring about fair salaries—your public officials and the general public. The cities that have the best salary schedules appear to be the ones that have prepared good job descriptions, in writing. There must be a relationship.

Do the same thing for the other jobs. If you do not have a civil service commission or city personnel director who has already defined them, have your superintendent do it. If you need help ask the assistance of the National Recreation Association's field representative the next time he comes to town. Use the association's booklet, *Personnel Standards in Recreation Leadership**, as a guide. It is important for you to know what these positions are. Also, it is important that the people hired to fill them know what is expected of them today, next week and next month. The job description is a basic instrument for recruiting and selecting qualified workers and for evaluating job performance.

If you want to compare salaries, do it with professional positions in related fields where factors such as character, personality, education, experience and functional ability are somewhat similar. These will include fields such as those of education and social welfare.

It would be better to add full-time year-round staff gradually and have better leaders at higher salaries than to expand with unqualified workers, just because they are available at sub-standard salaries.

Most people will agree that salaries are too low and that they should be high enough to recognize the important civic responsibilities carried by recreation leaders. One does not enter the recreation profession to get rich. However, service-minded and well qualified recreation leaders should not be expected to take a vow of poverty in order to carry on an essential service in a high-tension and highly industrialized society. Salary should be more than enough to pay the rent and keep the milkman happy. It should be ade quate to allow for sharing in the cultural and spiritual li of the community, and should permit one to keep abrea of his profession.

If you are a medium-sized city paying a well qualifie superintendent of recreation a salary of six thousand do lars it may not be enough and is probably not as good a you think. In terms of 1939 purchasing power it is wort about thirty-two hundred dollars.

If you are paying an assistant executive, supervisor c center director, five thousand dollars he is no better o than when he was receiving twenty-six hundred dolla back in 1939, even though he has accumulated some val able experience and additional education.

One city in the Great Lakes Region has reported the fo lowing salary scale for 1953: recreation instructors, $3,32 $6,027; directors of neighborhood centers, $5,027–$7,12 recreation supervisors, $5,127–$7,577; division directo $5,527–$7,977. The executive director receives a great de more. Community center directors and leaders in o eastern city can go to $10,000, and several have reached th maximum.

How should a city pay its recreation leaders, that those who are well qualified for their assignments? Th all depends upon how much your city cares about its re reation service. It depends upon what kind of standard wants for its citizens. Whatever your city wishes to p within reason, it can afford to pay. It cannot afford che and unqualified leaders—it should not afford less th the best.

Minimum salaries for professional recreation leade should be high enough to attract young men and women promise. The maximum should be high enough to hold t experienced and the competent.

Board members and top management officials have heavy responsibility for the welfare and fair treatment the workers under their jurisdiction. The failure or succe of these people means failure or success of the progra which the administration has pledged to provide.

Matters of promotion, demotion, transfer, lay-off a salary adjustment are important events in the lives employees. If they are handled justly they will become w adjusted and competent leaders. Careless handling m destroy morale, efficiency and injure the service as well the professional worker's future. Salaries should be r viewed and adjusted periodically; in this way workers w know that their efforts are being evaluated and proper rewarded.

* National Recreation Association, fifty cents.

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It seems unbelievable that in a large number of cities e recreation positions have never been analyzed or de- ned, but it is true, although such procedure is the first ep toward the development of a sound salary schedule. As a general guide the following suggested salaries are sted. These, in the opinion of a special committee which has given careful thought and study to the matter, are both reasonable and obtainable. Some of these ranges have been exceeded.

	Range
uperintendents of Recreation:	
ities 15,000 — 50,000	$4,089 — 7,384
" 50,000 — 100,000	5,452 — 8,520
" 100,000 — 500,000	6,361 — 10,224
" over 500,000	8,520 — 17,040
upervisors of Recreation Centers:	
ities under 50,000	4,089 — 5,680
" 50,000 — 100,000	4,089 — 6,134
" 100,000 — 500,000	4,657 — 7,100
" over 500,000	5,680 — 8,520
irector of a Neighborhood Recrea- on Building or Indoor Community enter:	3,067 — 5,907

These salaries assume that workers filling such positions have professional education and preparation, adequate experience, and are well qualified and competent. For further details on personnel standards for these and other positions consult *Personnel Standards in Recreation Leadership.* This forty-five page report lists duties, responsibilities and requirements for most positions found in community recreation departments. It also contains suggestions for maintaining personnel standards. City officials and especially members of recreation boards should study this report.

There is no economy in low standards. Good salaries, competent and enthusiastic leaders, will justify your recreation budget and will assure more and a better quality of recreation service in an ever-increasing percentage of your total population. Cities have been known to lose their recreation budgets because of poor leadership. So, for your budget's sake and every other good reason, watch those salaries, keep an eye on the competent ones and save them for your community.

What Makes a Good Board?

"What boards need are men and women, not stuffed shirts. Men and women who have an interest in people and are willing to work. Choose those influential with some special group such as neighborhood associations, churches, women's clubs, fraternal orders, labor unions, or chambers of commerce.

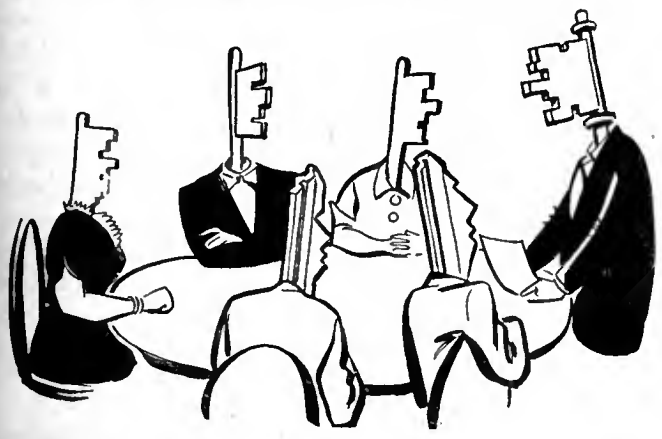
"Keep the average age down; falling hair and teeth are not always indicative of ripened wisdom. Red blood is more helpful than blue. Don't bar wealth completely, and don't overdo it. Your concern is with *security* not *securities!*

"Keep a balance between men and women. A lot of boards are doomed to sterility because they're unisexual. I don't share the idea with men who still believe that woman's place is in the wrong. It's all right to mix men and women; boards aren't bathhouses.

"Don't let board members hang on too long. Board members who stay with an agency too long are harder to uproot than crabgrass. I'm talking from experience! I was president of one board for seventeen years. I was convinced that it was nothing short of a crime against the agency to let me go, even then.

"After your board is chosen, give it plenty to do. Learning comes through doing."—Sidney Hollander, *Board Member, Baltimore, Maryland.*

"Our Board is Composed of Key Citizens"



Reprinted from MIRACLES EVERY OTHER TUESDAY, *a booklet on "What Do Community Welfare Councils Do?" Community Chests and Councils of America, Inc., New York 17. Pp. 47. $.50.*

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Recreation Board Issue

District of Columbia

PROGRESS in recreation in the nation's capital is recorded in a report issued by the recreation board of the District of Columbia at the conclusion of ten years of service. The board, created in 1942, is composed of seven members, four of them citizens-at-large and three representing governmental agencies. The citizen members are appointed by the district commissioners for a four-year term, and from these the board officers are elected. The district commission and the board of education each appoints its own representative for a one-year term and the Office of National Capital Parks is represented by its superintendent as an ex-officio member.

Important steps taken by the board following its appointment included the drafting of rules and regulations to guide the board's procedures and to inform the recreation staff of their duties, responsibilities and privileges. These rules have now been codified and printed. Other tasks were: the analysis and classification of recreation department jobs and a job survey of all such positions; the clarification of the board's authority and its relation to other governmental agencies involved in the planning, conduct and supervision of the city's recreation program. Agreements were reached: with the Office of National Capital Parks, designating this agency to perform the work of planning, development and maintenance; with the board of education, renewed seasonally, for the use of school buildings and grounds with recognition that the recreation board has authority to determine policies in regard to such uses; with the commissioners and the board of education on the planning of new school buildings to include community recreation facilities which will be available to the recreation board; and with the National Capital Housing Authority for the use of community facilities under its jurisdiction. Various proposals for the reorganization of the district government, which would have wiped out the autonomy of the recreation board, were firmly and successfully opposed.

The growth in the service rendered by the department is revealed by the total attendance figures which increased from 6,708,331 in 1943 to 13,553,984 in 1952. The number of recreation units operated increased from 124 to 144 during this period. Significant program developments were the extension of services to children of pre-school age, the development of day camp programs, and new services including the Golden Age Hobby Show for older age groups. Marked advance in cultural activities is noted, with the development of the Washington Civic Orchestra and numerous choral groups, in creative dance and in new phases of arts and crafts. Other projects developed during the decade include the fishing rodeo, golf instruction, the Walter Johnson Baseball Leagues, the Children's Theater of Washington and sponsorship of the Federal Golf Association.

Strengthening and expansion of the department's staff was achieved through the up-grading of recreation positions and the increase from 105 full-time and 166 part-time leadership positions in 1942 to 208 full-time and 250 part-time positions in 1952.

The recreation board has established the following policy in regard to segregation: "The board will make every possible and realistic effort toward the removal of racial segregation in public recreation in such sequence and at such rate of progression as may be consistent with the public interest, public order and effective administration. The board, by majority vote of the whole board at a stated meeting, shall from time to time issue necessary orders to the superintendent to implement this policy." It is significant that nineteen neighborhood-center units and eight day camps are now operated on an "open" basis.

The emphasis in 1942 upon city-wide sports organizations culminating in a city-wide playoff, has been replaced by a regional organization plan designed to develop a strong neighborhood sports program. The city is divided into ten regions, each with a supervising director. This decentralized plan allows greater community participation and facilitates cooperation with community and neighborhood organizations.

The range of activities provided at the neighborhood centers is indicated by the following events scheduled for 1951-52:

July —Independence Day celebrations, horse-shoes, softball, swimming meets.

August —Boys and Girls Tennis Finals, Walter Johnson Baseball Finals, fishing rodeo, craft and hobby exhibits, model boat regatta.

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en-Year Report

eptember—Archery tournaments, football officials' clinics.

October —Pre-school play programs (through school year), bicycle rodeos, Halloween parties.

November—Volleyball Finals, opening of evening outdoor leagues and officials' clinics, roller skating derby, basketball, touch football, opening of evening centers.

December—Caroling Street Cars, Children's Theatre—*A Christmas Carol*, community Christmas parties, Christmas Basketball Tourney.

anuary —Checker Tourney, Table Tennis Tourney, basketball leagues, volleyball tournaments, hobby shows, spelling bee.

ebruary —Valentine parties, Square Dance Festival, Dick Tennyson Bowling Tourneys, Children's Theatre—*Simon Big-Ears*, co-recreation volleyball.

larch —Boys Basketball Finals, junior and sub-junior one-act play tournaments, family nights at evening centers. Evening centers close. Opening of golf instruction program.

pril —Opening of softball leagues, leaders' clinics in softball, Children's Theatre—*Pinocchio*, kite contest, marbles tournaments, Easter Egg Hunts.

lay —Walter Johnson Baseball Clinics, Junior Olympics, May Day Dance Festivals, Children's Theatre production.

une —Opening Walter Johnson Baseball Leagues, swimming, wading pools, tennis leagues, day camps, "Learn to Swim" Program, street showers, play streets, Evening Star Free Movies, pre-service training for summer staff.

Supplementing the neighborhood activities is the program of city-wide divisions created to serve governmental, industrial and other adult groups. Division leaders maintain close cooperation with personnel directors and employees' counselors in the federal departments and agencies and with special service and recreation officers in the armed forces. The range of activities in the city-wide divisions' program is indicated by the feature events in 1951-52:

July —Independence Day Celebration at the Monument Grounds, Summer Court Program (Masquers of Roosevelt Center), Men's Golf Tournaments, Men's and Women's Tennis Tournaments, Open Track and Field Meet (A.A.U. Sponsorship.)

August —Summer Court Program (Masquers of Roosevelt Center), Open Tennis Tournaments, City Softball and Horseshoe Tournaments, Archery Tournaments, Football Rules Clinics, Government Employees' Tennis Tournament, Federal Golf Association Tournament.

September—Fishing Rodeo, City Baseball Tournaments, Touch Football Clinic, Federal Golf Association Celebrities and Annual Medal Play Tournaments.

October —Capital Girls Society Halloween Dance, Ceramic Club Exhibit, Federal Golf Association Annual Field Day.

November—Golden Age Hobby Show, Washington Civic Orchestra Concert, plays—*June Moon* (Masquers of Roosevelt Center).

December—National Community Christmas Tree, choral music, club Christmas program, Basketball Clinic, Christmas Basketball Tourney, beginning of basketball leagues for men and women.

January —Capital Girls Society and Volunteer Shows Variety Program, Badminton Tournaments, Baseball Clinic.

February —Table Tennis Tournament, Washington Civic Orchestra Concert, Baseball Clinic, Federal Golf Association Tournament.

March —Twenty-Fourth Annual One-Act Play Tournament (eleven plays), Softball Clinic, *Ring Around Elizabeth* (Masquers of Roosevelt Center), opening of Golf Instruction Program, City Basketball Tournament, Dramatic Club Festival.

April —Washington Civic Orchestra Concert, Softball Clinic, Federal Golf Association Tournaments.

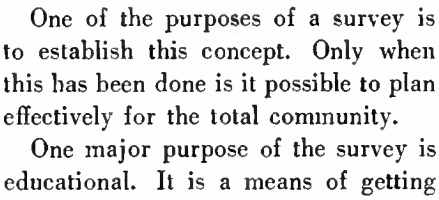
May —Annual Folk Festival, Dance Clubs Recital, softball leagues for men and women, National Music Week Concert, Carter Barron Amphitheatre.

June —D. C. Employees' Golf Tournament, Federal Golf Association Tournament, Women's Golf Tournament, tennis instruction.

The appropriation for operating expenses of the department increased from $379,788 for 1943 to $1,558,000 for 1952. Appropriations for capital outlay increased from $26,500 to $200,000 in the same period. Receipts from entertainments, dances, dues, fees and other special uses totaled $70,000 in 1952 and were handled in a special trust fund.

Other sections of the report describe in detail the plan for achieving cooperation in the planning, development and maintenance of recreation units in the district, accomplished through the Coordinating Committee on Recreation Plans; the creation of a public relations section, which has helped in the preparation of publications and other publicity materials—in receiving out-of-town and foreign visitors and in studying public recreation programs and needs; and the significant part which the department has played in rendering service to the armed forces and in the civil defense program. The report ends with "A Look to the Future," in which uncompleted tasks which are now challenging the department are reviewed. The creation of the board is vindicated in the concluding sentence: "By the present organizational structure and the over-all responsibility exercised by the board, this body is provided with the most effective and efficient method possible to do its job aggressively."

RECREATION SURVEYS OF SMALL COMMUNITIES



PROBABLY the most common type of recreation survey of small communities is the exploratory survey. Its purpose is to find out what needs, if any, exist, what the people want, and what can be done about it.

Most small communities have made at least a sporadic attempt to provide a community recreation program. It may have been a limited playground program in the summer, a teen center, baseball and softball playing, or some special community events. These usually have been sponsored independently by civic groups, the schools or the city. The history of failures is often discouraging; and lack of continuity, growth and permanence all too frequently characterizes these efforts. This often breeds a psychology of defeat that is difficult to overcome. It sometimes builds up a pattern of vested interests which makes cooperation and coordination difficult. There exists the realization that community recreation is an entity, a series of related services performed by different agencies and groups, to be sure, but nevertheless, in the areas of community life such as education, health, and the industrial or economic and religious areas, it is sometimes slow in dawning.

One of the purposes of a survey is to establish this concept. Only when this has been done is it possible to plan effectively for the total community.

One major purpose of the survey is educational. It is a means of getting people to look at their local recreation situation in an intelligent and systematic way, to consider the elements which constitute it and the proper relationship of facilities, finance, leadership, administration as well as the program and services. It should, for example, lead to the realization that a sound program cannot be expected to result from a second-rate kind of organization or none at all. It may indicate that many existing resources are going to waste.

The recreation survey should lead to a program of action, for its value is in relation to planning. Therefore it is inherently promotional, since there have to be general agreement and willingness on the part of certain key agencies and individuals to spend money, cooperate, and assume responsibility before any realistic plans can be carried out.

Consequently, what is done prior t making the survey, and who is involve in it, are at least as important as th survey itself. The outcome of the ex ploratory survey depends very largel upon the preparation for it. Who want it? What problems have led to its con sideration? What will be done with it

Probably the easiest way to make survey is to call in an expert and as him to do the job without botherin anybody in town any more than is ab solutely necessary. Surveys made i this manner are gathering dust in bot tom drawers of many a mayor's office some of them are excellent surveys too

I do not wish to convey the impres sion that I am opposed to the use of ou side specialists; it would be rather in consistent of me to do that. I believ rather, that they have an importan function, but it is not that of doing a the work and making the recommenda tions. This is especially fatal in th small community. Since small commu nities are so numerous and outside ex perts are so few, there is a natura temptation for them to rush throug things, to dump the whole load, as were, and hurry on to the next place

The community-organization wor done preliminary to the survey—tall ing, arousing interest, creating a awareness of need and a desire to d something about it—may take som time; but the timing of the survey is a important. Usually this process can b stimulated and speeded up. but the su vey should not be premature. It wi lose much of its effectiveness if it i

One danger is that the momentu may become so accelerated that certai groups will want to jump in and d something right away. When they g hot they want to go. Why bother wit a study? We know what we need. Let do it.

It then becomes necessary to co vince these people that sound plannin encompassing the *whole* problem wi result in balance, permanence an

MR. ARTHUR TODD *is the field representative in the Midwest District for the National Recreation Association.*

From a talk prepared by Arthur Todd for the Great Lakes Park Training Institute at Pokagon State Park, February, 1953.

ogress. The survey itself need not ke long. The slight delay will be com-nsated for in long-term results. The rvey is not a dodge or a stall, but is e basis for doing the entire job.

An important part of the preliminary ork is the organization of the survey mmittee and planning the steps. The rinciple here is inclusiveness, wide presentation. Too often these jobs e undertaken exclusively by the small oup which belongs to the luncheon ubs, the chamber of commerce, and a w women's organizations—the ten per nt who perform about ninety per cent the non-professional community ork.

It is true that much of the data eeded could be collected by a few eople; but the educational and pro-notional aspects of the undertaking ust be kept in mind. The fact that ie information gathered will need to e interpreted, recommendations made, nd a plan of action instituted, should e remembered.

Many times people have told me with ride that they had a hand in initiat-ig their community recreation pro-ram. They interviewed their neigh-ors, or collected data about possible hurch facilities, or attended meetings o review reports of various committees. laving shared in the work and con-ibuted their ideas, they have a deep nterest in what is done. The goal hould be to enlist the help of people rom all walks of life, minority groups, hildren, and young people. Certainly ie potential help of the young people hould not be overlooked.

The small community recreation sur-ey need not be complicated and it hould not be abstruse. It should in-lude the listing and description of all ossible facilities, public and private, chools, church clubs, organizations for oys and girls, hobby clubs, athletic roups and social clubs. There should e a questionnaire to find out what eople do in their leisure time and what they want to do. Sample forms for these reports can be secured from state recreation agencies, colleges offering recreation training, or the National Recreation Association. They should be adapted to local circumstances. Information of this nature can be secured and recorded by volunteers.

Of course, it is necessary to assemble pertinent data in regard to existing organization for recreation. What community recreation programs are currently being provided by the municipal government, the park department, the schools and non-governmental groups? How much is being spent, who is being served, what is their scope?

What might be called the governmental pattern is also essential. This will include the municipal government, the school district, and the county government. The tax valuation of these units, their budgets, their bonding capacity, and their legislative authority to use tax funds for community recreation, should be tabulated.

The extent to which social and economic conditions, housing conditions, transportation factors, climatic and physiographic factors need to be studdied will depend somewhat upon the size of the town and the ability of the survey group to interpret them in terms of a recreation plan. It is here that the outside specialist can be of help. Certainly these things have a bearing on the planning, should be discussed and kept in mind, but it may not be necessary to make them subjects for special study in the exploratory survey.

The small community survey should take into account the surrounding country which the town serves. This means bringing representatives in on the planning and including them in the survey. In fact, it involves formulating the entire plan in terms of the town-country community.

The time required for the survey should not be more than two or three months. There are exceptions to this, of course. For example, the town of Greeley, Colorado, spent over a year working on its recreation survey. The mayor appointed a fact-finding committee headed by a faculty member of Colorado State Teachers College, which is located in Greeley. This committee drew in practically every local organization, the city, the schools and the college. They made an exhaustive study, sounded out opinion thoroughly, and eventually came up with a plan for a community activities commission and a broad program. The city, the schools, and the college, were to be joint sponsors, all sharing the financial responsibility. A course in Community Activities at the college is required of all sophomore students. A part of the course requirement is a certain amount of work, each week, in the community program. The students are supervised by the director of community activities. There are a number of unique features about this program which time does not permit me to describe. The point here is that sufficient time was spent, and the characteristics and interests of the community were so carefully considered that a plan, tailor-made to Greeley, was the result.

The survey should not be allowed to drag. As the work is being done, the information should be reported and discussed. In this way it is often possible to come to agreement on many recommendations before the final report is made. This, of course, virtually insures action.

A prerequisite to success is a strong action or ways and means committee. This group does not necessarily have to be formed at the conclusion of the survey but may be working all along to unsnarl legal complications, pave the way for cooperation of governmental bodies, and in other ways help put the plan on wheels.

Much of what I have said applies to the town in which a recreation system is to be instituted. There are many

other types of recreation surveys. Another type applies to a recreation department that is already in operation. Its purpose is to improve. It may deal with administration, finance, leadership, facilities, program, relationships with other agencies and organizations, or any of a number of aspects of the system. Such surveys need to be made from time to time by every department, large or small.

I have purposely stressed certain aspects of recreation surveys and have slighted or ignored others. The reason I emphasize the preliminary work, the timing and getting everybody in on the act, is that the importance of these things has often been overlooked. In a small town a high degree of cooperation is indispensable to having a recreation program. That cooperation grows out of joint effort in the planning. Furthermore, it is important to keep things simple and realistic, for any elaborate plan is apt to scare small town people or become a target for ridicule.

Excellent guides for conducting recreation surveys are available. They should be studied, but care should be exercised in using them because local situations vary so much and many of them are more applicable to larger cities.

As a matter of fact, I have an abiding faith in the democratic process. I believe that if a really representative group is brought together, and such basic facts as I have indicated are assembled and discussed, these facts will be interpreted and a sound plan will result. Of course it is wise to look at what other towns are doing, and to consider the standards that have been developed. The main thing, however, is to give people a chance to express themselves and to provide the atmosphere for community cooperation. The recreation survey can help to accomplish this if it is planned that way.

Suggested Reading

Butler—*Introduction to Community Recreation.* Chapter XXXII.

Fitzgerald—*Community Organization For Recreation.* Chapter VIII.

Sanders—*Making Good Communities Better*—Chapter VI.

Robinson—*Starting Recreation in the Small Community*—RECREATION, October 1949.

National Recreation Association—*Know Your Community; Planning Recreation in the Rural Home and Community.*

Federal Security Agency—*Planning for Recreation Areas and Facilities in Small Towns and Cities.*

Here and There . . .

Accident Insurance

Arrangements have been made with the United Pacific Insurance Company of Tacoma, Washington, to provide all participants in junior athletic activities, sponsored by the Metropolitan Park Board of that city, with a plan of accident insurance which will assist in defraying the cost of medical, surgical and hospital care resulting from accidents occurring during play or practice of the same. All junior participants are required to subscribe to this plan before they are allowed to participate.

OUTLINE OF PLAN

Accidental Death or Dismemberment Benefits—Five hundred dollars payable for accidental death, and specific amounts are payable for loss of members. These benefits are payable in addition to other policy benefits where losses are due to accidental injury and result within ninety days of the date of accident.

Ambulance, Hospital, Nurses, Medical and Surgical Expense—Up to five hundred dollars for treatment of an accidental bodily injury requiring medical or surgical treatment, hospital confinement, ambulance service or the employment of a graduate nurse. Payment will be made in accordance with the medical fee schedule attached to the policy held by the Metropolitan Park Board. (The schedule will be available for inspection by anyone covered under the program on request.) The insured shall be liable for the first five dollars of expense incurred for any one of the above services for any one injury.

The Cost—One dollar for the season, of the covered sport, for each junior participant.

The Company Shall Not Be Liable For the loss or expense caused directly or indirectly, wholly or in part: (a) by war or any act of war; (b) while the insured is suffering from insanity or from any bodily or mental infirmity; (c) by suicide, or any attempt thereat, while the insured is either sane or insane; (d) by bacterial infection, except infection which shall occur with or through an accidental cut or wound; (e) by hernia or rupture; (f) by any kind of disease; (g) through any criminal undertaking by the insured; (h) by participation in an aerial flight; nor shall the company be liable for expense of medical or surgical treatment, hospitalization or nurses's fees furnished more than six months from the date of injury.

Among Bond Issues and Referendums

• *Pompano, Florida,* population 5,600 — $400,000 bond issue was recently passed, for recreation facilities.

• *Blue Mounds, Wisconsin*—The purchase of a playground was approved at a referendum.

• *Mount Horeb, Wisconsin*—The construction of a village swimming pool has been approved at a referendum on the issuance of $50,000 in bonds.

• *Community Action* — The Tacoma Smeltermen's Union No. 25 and scores of business firms in Tacoma and Ruston, Washington, supported the fund drive which has made possible a new playground. The playground was needed *now* and rather than wait until the metropolitan park district would include another playground in its budget, the union led the campaign among the citizens, to finance the necessary work.

• *Fort Atkinson, Wisconsin*—The construction of a swimming pool, at cost of $100,000, was approved at a referendum.

Public Housing and Recreation

THE IMPORTANCE which public housing authorities attach to recreation as an essential factor in improving living conditions, and the significant relationship between housing and recreation in the location and development of recreation properties, is illustrated by the 1952 annual report issued by the New York State Division of Housing. The title of this profusely illustrated report is *New York State Builds Lives.*

In the foreword, recreation is listed as one of the vital fields through which the housing authorities are building lives:

> We are endeavoring to persuade municipalities that it is not only good planning but good municipal economics to coordinate all new public improvements so as to recreate neighborhood living. This means that new puplic housing, parks, schools, and so on, should not be dropped just anywhere, but rather that they should be grouped in a neighborhood plan so that, along with intelligent zoning, they will induce private builders to build nearby in order to take advantage of the facilities provided to them, thus filling out the plan.

Recreation

> Since state-aided projects are built on only about 15 per cent of the site, with the remainder given over to open spaces, the former slum areas are transformed into park-like surroundings available to all the residents of the areas, both adults and youngsters. Generally, provision is made for the project to turn over a sufficient amount of land so that the city may operate a public playground. Indoors, there are numerous recreation and hobby rooms.

In a chapter entitled "The Environment for Good Living," recreation is listed as one of the essentials which should receive adequate consideration in the selection of sites, as well as in the planning of housing projects:

> Thus, playgrounds, social and craft rooms, children's centers, recreation rooms, dental clinics, psychiatric referral units, and health centers have been included in projects and are available not only to those who live in the new housing developments but also to all who live in the surrounding neighborhoods. Public parks have been created on former slum sites. Typical of the activities sponsored in project community facilities are dressmaking, plane modeling, dramatics, choirs and glee clubs, acrobatics, boxing, first aid classes, dancing, knitting, and woodworking, Boy and Girl Scout work, adult education programs, Americanization and citizenship classes for the foreign-born.

Application of the principles are cited in the case of housing developments in Buffalo where a twenty-six million dollar loan has been made possible. One of the housing sites of five acres, when cleared of its present sub-standard structures, is to be developed by the city as the first portion of a new public park. Twenty-six of the forty-three acres at another site are to be used for dwellings, with the remainder turned over to the city for development as a park.

One section of the report is devoted to a consideration of the housing needs of the aged. It is pointed out that "where the projects are sufficiently large, there will be special recreational and visiting rooms for the elderly, in addition to the community facilities provided in state-aided projects for tenants and residents of the neighborhood . . . Our plan of having their apartments in the same building with other tenants, but protected in a separate wing, will give older people both the advantages of community living and the possibility of withdrawing to a sheltered haven all their own whenever they wish."

A section deals with mutually-owned housing developments which are built under provisions of the state's limited dividend housing law. In referring to one cooperative veterans' development, it states:

> When one becomes aware of the high proportion of children in this development, it is clear why the one community project dearest to the parents is the playground and summer play program. There are eleven large playgrounds within the forty acres of Bell Park Gardens. During the summer months, seven of these playgrounds are devoted to a parent-organized play program that attracts ever-increasing interest in the neighborhood. To the standard equipment originally provided were added many new pieces, including outdoor showers, and tables and benches, much of which was built by the mothers and fathers working evenings and weekends. Professionally trained counselors and a director are retained to supervise the many activities, such as dances, songfests, games, crafts, picnics and trips to places of interest away from the project. Approximately five hundred children are expected to enroll in the playground program during the summer. Guiding the operations are committees of participants who devote many hours throughout the year, planning the program and exploring ways to improve and add to it.

The extent to which community recreation opportunities are provided in public housing projects in New York City is indicated. Programs, a number of which are carried on in cooperation with public and private agencies, are coordinated by the Community Activities Division of the local Housing Authority. The extensive network of well-equipped community facilities, each of which is staffed with skilled professional workers, includes: thirty-two children's centers (nursery schools for pre-school children from three to five); thirty-six community centers (recreation centers for school-age children, adolescents and adults); fourteen play school programs (for children of working mothers); twelve branch libraries.

New facilities opened in the twelve-month period ending March 31, 1952 included four children's centers, nine recreation centers, three branch libraries.

From "Recreation to Fit Any Size," a talk given at the Midwest District Conference, Spring 1953.

RECREATION to Fit Sma

C. H. McCloy

WORKERS in our field are prone to neglect the more intellectual and cultural aspects that should go with the employment of leisure time. If recreation is to be educational, the potentialities of the shorter work-week, from the standpoint of the recreation worker, ought to be more than crafts and softball; and it often is true that these aspects are more easily attainable in the recreation department of a small community. Here it is really easier to have a comprehensive recreation program, to have it reach a much bigger percentage of the population, and to have it become an integral part of the social life of the town, than it is to devise something of the same nature for the big city. The town of five hundred to a thousand can do things in recreation under active leadership that Omaha or Denver or Chicago will never be able to do. This is not meant to discourage or disparage the work in any larger community, but to encourage the leaders of the smaller communities to do for their communities what the leaders in the big communities will never be able to do. It is much easier to do a good job in a small town.

Small Community Has More Potential Facilties Per Capita

For example, consider three communities: one is a small rural community in northern Iowa, a town of 650 population; one is a university town of 20,000; and the third is Omaha, with an estimated population of 265,000. The facilities to be found in the small community appear in the first column in the above brief chart. The comparable number of each of these facilities in the larger communities are found under the appropriate headings.

Community of 650	Community of 20,000	Community of 265,000
1 high school gymnasium	31	410
1 outdoor volleyball court	31	410
1 football field	31	410
1 baseball diamond	31	410
1 outdoor basketball court	31	410
2 softball diamonds	62	820
2 tennis courts	62	820
3 outdoor badminton courts (in individual yards)	93	1230
3 churches	93	1230

Small Communities in This Country Are in the Majority

Communities	Iowa	Cumulative	Nebraska	Cumulative	U.S.	Cumulative
Under 500	54%		61%		40%	
500-1000	22	76%	19	80%	21	61%
1000-5000	19	95	17	97	27	88
Over 5000	4	99	2	99	12	100
"Rural"	39		41		36	

Percentages of communities, except in the last line in which the percentages of the rural population is in terms of number of people in the area.

It will be seen by looking at these data that the facilities taken rather for granted in the small town would be looked upon as practically impossible of attainment in a town of 20,000; and in a town of 265,000 these would be looked upon as utterly fantastic! Th small place has more facilities per un of population. In the large city ther tend to be huge concentrations of facil ties much farther apart, more difficu to reach, and usually not well blesse with parking facilities. In the sma community, the high school is apt t be the social center of the communit and, since it is an institution finance by public taxes, recreation should l considered as much a public function, t be conducted within and around th building, as are other forms of educa tion.

In the small community, a larger pe centage of the homes have ample yar and there usually are many more ope spaces or "vacant lots." The large con munity has one advantage only—it apt to have some facilities which th very small communities cannot affor

Some General Observations

1. Many recreation facilities are out doors and, during a large part of th winter, are not usable. At such time the availability of the school plant ma be an important item.
2. There is great need for more emph sis upon a recreation-education pr gram in the schools. Too frequentl there is no attempt to indoctrinate th school population, which in a few yea will become the tax paying voters, wit the idea that recreation facilities an habits are important.
3. Because of bad weather during pa of the year, making transportation dif cult, recreation-minded people shoul prepare our populace for recreation an physical conditioning activities a home, in their own yards, basemen playrooms, and so on. There needs t be a great deal more of such decentral zation of recreation. This does not i the least imply that there should b

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ommunities

Parade-on-Wheels is a part of "special day" program in Greenbelt, Maryland.

ewer large installations; it simply eans that, in addition to these larger stallations, there should be many naller places throughout the whole ommunity. The person, who will not o four miles to swim or play volley- all, may go next door or half-way up he block for badminton or deck tennis.

low to Start the Organization of Small Town Activities

. In each community individuals who an act as spark plugs and self starters eed to be sought, trained and devel- ped. Every community has individu- ls of this type and we need to find hem. The person may be a play-mind- d citizen, a craft-minded club woman, r an ex-athlete. The main things needed re vision, enthusiasm and persistence.

2. The next step is for the leader and ome of these spark plugs to organize a ommittee that will constitute the recre- tion board of directors for that com- nunity. Individuals may well be hosen from groups such as: American egion; Veterans of Foreign Wars, and vomen's auxiliaries of the same; school oard; Parent-Teachers Association; own council; chamber of commerce nd, if there is one, the junior cham- er of commerce; churches (frequent- y one representative from each church s included); service clubs (in the small ommunity there is seldom more than ne); the library (it is often forgotten y many that the library is one of the ost important recreation facilities in he community); local Red Cross; wo- nen's clubs; representatives from the ural community surrounding the town. Frequently it may be advisable to in- lude one high school boy and girl.

I should like to emphasize the influ- ence of women in a community project like this. Frequently men, when faced with the desirability of promoting rec- reation, are apt to think of what it will cost in terms of upkeep; they tend to be tax-minded. The women are likely to think of the benefits to their children and to themselves, and are apt to be more child-minded. If the women of the community are sold on an idea, the men usually follow along.

3. The organizing committee needs to keep in mind recreation for all ages, both sexes, and rural as well as townspeople.

4. If at all possible there should be a paid executive. One man or woman can often serve several small communities. In addition to the executive, the lay committee and other "unattached" laymen are extremely important.

5. Newspaper support should be sought from the beginning. In one small community, during the organization of the recreation department, it was arranged with the editor of the weekly paper that pictures be taken of facilities that were being installed in individual back yards, as well as of the more centralized recreational facilities. Stories each week, to go with the pictures, resulted eventually in a great increase in the decentralized recreation facilities. The recreation executive should learn to write up news stories, have a sort of newspaper mindedness, and not just ask that it all be done for him by the editor.

Kinds of Activities for Which to Plan

It should be remembered that there is a need for different kinds of activities for different interests and different skill levels. I divide them roughly as follows:

1. *Individual activities*, often discussed or shared with other like-minded people, such as music, manual arts, crafts, fishing, hunting, painting, photography, and other creative and sports activities.
2. *Dual activities*, such as checkers, chess, and other quiet games, golf or tennis, and so on.
3. *Team activities*, such as athletics, games, relays.
4. *Group activities* (as distinguished from team activities) such as dramatics, group discussions, orchestras, singing, bird or nature study, other club activities, special group projects.
5. *Intellectual activities*, such as drama, play-reading, story-writing, debating.
6. *Social activities*, such as entertainments and "spectator" sports activities, parties, games, folk and square dancing, and so on.

All of these types of recreation represent many, many different forms of activities, references to which are readily available in recreation literature. It behooves the recreation director not to overlook any category, even though he may not have something organized in each one at the moment.

Some General Principles

1. The organizer of recreational activities, in the small community particularly, should first seek out those who are naturally enthusiastic, train them (or have them trained by someone else) and then turn them loose—but keep on stimulating them continually so that they do not lose their enthusiasm. To illustrate: at the University of Iowa our tennis coach, Dr. Klotz, has been

most active in teaching people in various communities *how to teach* tennis most effectively. These enthusiasts in a local community—if someone keeps their enthusiasm up—soon have tennis being played by both young and old. Another illustration is the stimulation of home-talent dramatics, often through the organization of a drama league within the recreation organization itself. A third is the organization of craft guilds, perhaps started by one enthusiast, and later carried on by others who are trained. These guilds frequently split off to form major organizations of their own. It would seem to me that one of the objectives of the recreation executive should be to attempt to build semi-independent groups which will carry on *without* further stimulus.

2. If a split-off group—such as a school athletic league, school-sponsored educational motion pictures, a rural YMCA league—goes ahead, the executive should encourage and aid it.

3. In addition to the board of directors in a small town, or a committee representing the recreation movement, a group of *activity leaders* should be organized. These are the enthusiastic persons who keep activities going while the committee or board raises money and develops support.

4. The recreation executive and the committee should not try to do too much at one time. It is possible to have so many things going in a small community that there are hardly enough people left to take part in each of them. The executive and the committee need to assess priorities and try not to impose a big-city program locally.

5. The leaders of the recreation program should never be content with what they have developed; it is important that they keep after the program to improve it, to keep enthusiasm at the point where it is constantly getting things done—for unless one winds a clock from day to day, it is apt to run down. On the other hand, sometime the community outgrows one type o activity, and this activity needs to b replaced by another.

I am hoping that those of us wh come from small communities will mak a resolution to study the possibilitie in that small community, to talk thing over with potential local leaders, and t develop a program that will provide lo cal residents with an interest in thos types of cultural activities which ca be practiced during the hours mad free by the shorter work-week, in suc ways as to improve the cultural level o each community. A small community frequently a push-over for the co structive worker in the field of recre tion. If we promote recreation for th 88 per cent of communities under 500 in population, we can increase tremen dously the contributions of organize recreation and, incidentally, create pos tions for professional workers in recr ation.

They Stick Together

Part of the summary of a 1952 questionnaire sent to wives of members of the Yale class of 1937.

Mr. and Mrs. Yale like to do things together; and they like many of the same things, with a healthy division of tastes as well. She permits his men's golf with good grace, but occasionally deplores his fondness for jazz. She is an active creature and probably owes her nice figure to the sports she follows. Only two women professed abhorrence of all forms of exercise. The list of her favorite outdoor recreations runs as follows: gardening (192), swimming (100), tennis (75), golf (69), sailing (46), skating (41), skiing (36), fishing (34), riding (27), and shooting (19). With the exception of gardening she does these things with her husband, although there are a few husbands with green thumbs, and some of the husbands play men's golf of a Saturday afternoon. Her favorite indoor amusements—besides reading—are radio (179), bridge (165), needlework (139), television (132), canasta (124), crossword puzzles (83), poker (52), gin rummy (31). Skills or crafts are represented as follows: music (81), painting (67), collecting (58), pottery (12), weaving (7), and flower arranging (5). Besides these recreations, she and her husband do some traveling, do a little theatre-going, and see an occasional movie.

Weekends are spent together for the most part, with sports or family projects in the day time and a party on Saturday night. "We have friends for dinner," or "We go out wi friends" were the most freque phrases. On Sunday, although 71 p cent of the women are church member less than half go to church regularl However, 70 per cent of them send th children to Sunday school. Sunday a family day with visits to in-laws they're within reach and a quiet ev ning at home.

There is not much evidence of th familiar pattern in which the wife an children go to another place for th summer where the husband comes f the weekends. Thirty of the famili follow this scheme, but 154 do no many of the latter expressing ke dislike of it. No, they stick togeth and in the great majority of cases th family goes on vacation together.

From "Mrs. Yale, 1937" by Agnes Roge *Yale Alumni Magazine*.

Sample Recreation Interest Poll

(Reproduced as used)

HIS QUESTIONNAIRE* is for the purpose of determining recreational activities which will meet the needs and de-es of the greatest possible number of residents served by Hayward Area Park, Recreation and Parkway District. aid the district in determining your interests and needs, merous child, youth and adult activities are listed below. ease check the list carefully and return it when the recrea-n leader calls for it on ..... Check age group you are in: Grammar School ..... gh School ..... 18 to 25 years ..... er 25 years .....

Please check in column 1 below the activities in which you participate or attend.

Please check in column 2 below the activities in which you would like to participate if they were made available.

Please check in column 3 below those activities which you are capable of teaching.

List any additional activities which you would like added to the program, in the spaces left for that purpose at the end of each activity list. (These spaces have had to be deleted here.—ED.)

ORTS	1	2	3
chery			
dminton			
seball			
sketball			
tball			
cycling			
wling			
xing			
oquet			
dgeball			
casting			
g football			
ll			
mnastics			
ndball			
t pin baseball			
pscotch			
rseback riding			
rseshoes			
mp rope			
ckball			
tball			
ddle tennis			
ayground games tag, three deep, quirrels in trees, nd so forth)			
ller skating			
uffleboard			
eet and trapshooting			
iing			
im trim (exercise lass)			
ccer			
ftball			
imming			
able tennis			
nnis			
etherball			
rack and field			
umbling			
olleyball			
restling			

ARTS AND CRAFTS	1	2	3
Basketry			
Ceramics			
Clay modeling			
Drawing and painting			
Dresden craft			
Fly tying			
Leather craft			
Marionettes			
Metal craft			
Model airplanes			
Model boats			
Needle craft			
Paper craft			
Plastics			
Plastic lacing			
Puppets			
Textile painting			
Weaving			
Woodcraft			

MUSICAL ACTIVITIES	1	2	3
Barbershop quartets			
Choral			
Community singing			
Music appreciation (listening to records)			
Rhythm bands			
Singing games			

DANCING	1	2	3
Folk dancing			
Modern dancing			
Social dancing			
Square dancing			

DRAMATICS	1	2	3
Pageants			
Pantomimes			
Plays			
Play direction			
Play writing and reading			
Puppet shows			
Skits			
Stage craft			
Story telling			

SOCIAL ACTIVITIES	1	2	3
Card clubs			
Dances			
Family nights			
Senior citizens			
Social games			
Teen-age clubs			
Young adult club			

QUIET GAMES	1	2	3
Cards			
Carroms			
Checkers			
Chess			
Chinese checkers			
Dominoes			

HOBBY CLUBS	1	2	3
Books			
Coins			
Fishing			
Flower arranging			
Garden club			
Hiking			
Nature study			
Photography			
Rifle or gun club			
Stamps			

SPECIAL ACTIVITIES	1	2	3
Baseball school			
Bicycle events			
Camping			
Day camping			
Doll shows			
Easter bonnet parade			
Field days			
Hiking			
Hobby shows			
King o' the Court (basketball skills)			
Kite contest			
Pigskin Pete (football skills)			
Play days			
Yo-yo contest			

FURTHER SUGGESTIONS: _____

How long have you lived in the area? _____

Do you participate in Hayward Area Recreation District activities?

Yes _____ No _____

If you do not participate in District activities, why not? _____

NAME _____ ADDRESS _____

PHONE _____

* Submitted by Harold L. Teel, Superintendent, Recreation and arkway District, Hayward, California.

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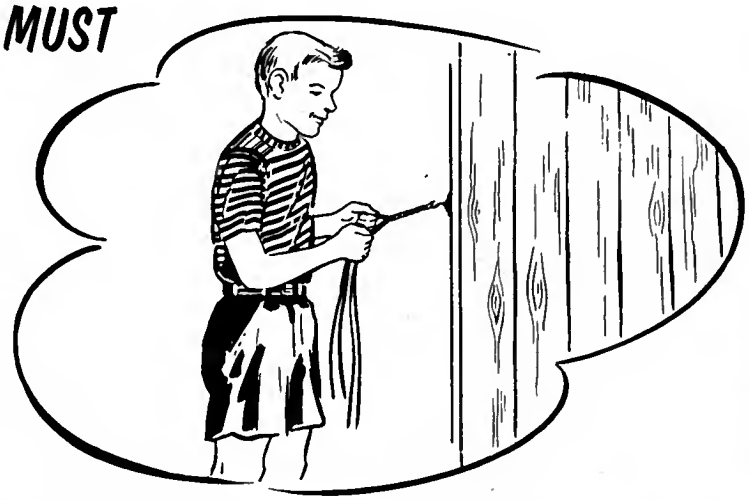
The hard facts about "GIV

HOW HARD MUST HE PULL?



IS SOME "GIVE" OR STRETCH

The answer to this question is easily found in simple facts with which any experi-enced craftstrip worker or teacher is familiar. We have designed Rexlace to have a high degree of pliability and a carefully determined and carefully controlled amount of "give" or stretch for these reasons:

1. In braiding, wrapping, and lacing, the craftstrip has to bend and turn to shape itself t the work. Craftstrip, like a ribbon, is flat in shape. Without pliability and give, it resis taking the desired shapes.

   Do we want a rigid ribbon with no give or stretch, like a clock spring (which has ab solutely none) or do we require some degree of pliability and give such as we have i leather — and also in Rexlace?

2. The above explains why a rigid craftstrip with no give or stretch has to be pulled so har in making a lanyard. The give and pliability of Rexlace let it shape itself to the wor easily and naturally, without excessive forcing. With Rexlace the hard pulling and th great care to prevent slipping back are eliminated — also the extreme tiring of the finger

3. When a flat blank is wrapped for a bracelet or kerchief slide and then bent to shape, th lace on the outside is put under great tension. Unless it has some give to it, it is apt t break, either when bent or later. Breaking of even a single strand ruins the project just a it is finished. In this case, a reasonable amount of stretch is a necessity, and a rigid lac is an unwise choice.

THE REX CORPORATION

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r stretch in REXLACE

WILL IT BREAK?

OD OR BAD IN A CRAFTSTRIP?

Spaces left between turns in wrapping with Rexlace are easily closed by pushing the turns together, and due to its give or stretch, the lace remains tight — a great advantage, especially for children.

Rigid laces loosen up when turns are pushed together, making it necessary to position them perfectly on the first try. They are also hard to push together.

With a little give, one or two wrapping strands can be lifted and the unsightly lace ends slipped under for complete concealment. This cannot be done with a rigid lace.

y pulling hard enough — far harder than is ever necessary in making any article — exlace can be stretched out of shape, just as rigid laces, by excessive pulling, can snapped and broken. Neither point has any importance.

ut for fine craftlace work and for easy working, the give or stretch in Rexlace is st as necessary, just as apparent, and just as common sense as non-flammability. hese qualities together with a durable, washable finish and fine colors make Rexlace outstanding product for holding old customers and selling new ones.

CAUTION: Do not confuse solid plastic Rexlace with leathercraft laces made from solid plastic. Leathercraft requires a lace with much more stretch and softness to shape itself to leather. Such lace has far too much stretch for craftstrip work.

Leathercraft lace also requires an oval cross-section to give a fine edge instead of the rectangular section needed in craftstrip. Although containing much less material and selling for less, leathercraft lace is absolutely unsatisfactory for craftstrip work and ruins most craftstrip projects in which it is used.

ndicraft Division **WEST ACTON, MASS.**

Full-Time Leisure in Off-Work Hours

A New York investment business takes a long look ahead in its current, special anniversary issue of INVESTOR'S READER*—a news publication about business and finance—and has the following to say about recreation:*

• THERE IS NO PRECEDENT for the Solid Sixties. If present trends continue, Americans will have more money to spend and more time to spend it. Continued deflation may cut total dollar wages but real wages will rise. Barely a few weeks ago the thoughtful Twentieth Century Fund predicted a 30 per cent increase in real wages in the next decade.

Even in the prosperity of today, the combination of soft hours and hard cash is one of the least understood phenomenon of the times. For one thing, the impact of more leisure and cash was not felt until the war-fraught Forties. In those days, many businessmen and psychologists figured the free-spending of fun-seeking Americans was a temporary "escape" mechanism with *nouveau riche* overtones.

Nowadays the demand for diversion is accepted as a supercharged force. One indication is the added employee inducements of private industry. Company-sponsored bowling, softball and basketball teams are commonplace; more and more outfits employ full-time recreation directors. A few like Phillips Petroleum in out-of-the-way Bartlesville, Oklahoma, provide swimming pools, bowling alleys, club rooms and skating rinks for after-hours fun. Meantime city fathers vote bond issues to finance "tot-lots" for the sandpile set, shuffleboard courts for the aged, public golf courses and toboggan slides for the in-betweens.

This means more markets for a long list of manufacturers which supply everything from asphalt (for playground surfaces) to jungle-gyms to volley-balls.

Equally important is that most Americans spend money freely in their free time. In the past four years, US citizens have dished out over five per cent of their total personal expenditures for recreation (not counting dinners in town, on the road, or trips). In 1952 this added to $11.7 billion another $2 billion or so for business and pleasure jaunts.

Millions go into sports clothes, luggage, badminton "birds" and golf clubs; still more is spent for expansion-attic workshops, garden tools, boat kits, cameras and darkroom supplies, stamp and coin collections, model railroads, toy airplanes and other hobbies. In Chicago last fortnight, happy members of the National Association of Music Merchants heard that record sales will top $200,000,000 this year. Not long ago the "platter boys" were considered dead. Pianos are likewise "hot" items.

The lure of leisure spreads further. To save time for gardens, games or gossip, housewives want automatic dishwashers, clothes dryers and quick-to-cook frozen foods. Clothing is more casual and informal-living habits mirror the importance Americans place upon spare-time sports and recreation.

And for most industries dedicated to American amusement the next decade looks as sweet as a 250-yard drive down the fairway. Only a few will be in the rough.

Two big factors are TV and the trend towards do-it-yourself. Every businessman knows the impact of television on the nation's entertainment habits: (1) fewer people eat out for fun; (2) more and more stay away from ball parks, stadiums, theaters and night clubs. Equally important but less recognized is the do-it-yourself trend in almost every activity from boating to building.

The past few years are a good example. Gains in population and income to the contrary, admissions to spectator amusements fell from $1.8 billion in 1949 to $1.5 billion last year. The only exception: race tracks. Meantime the amount spent for television and radio receivers, phonographs, parts and records rose from $1.9 billion four years ago to $2.3 billion last year; informal recreation of all types has risen who-knows-what . . . .

More intangible is the sociological influence of television. Unlike most modes of entertainment, it makes the home a recreation center . . . .

With long-term mortgages on their ranch-type love-nests, most newly-weds of 1963 will prefer first-row seats in front of TV. Bookshelves will be filled with how-to-do-it pocketbooks. Games like Mah Jong, triple-deck Bolivia and Scrabble will fade and fade. In tune with current television stars, amateur musicians and "talented kids" will while away at ukes, guitars or small electronic organs.

For companies like US Playing Cards, Wurlitzer and G. C. Conn (instrument), this is fine. At the same time, TV and education create a taste for things like swimming, good literature—and Paris.

More people than ever will get away from it all by flexing muscle and mind at active sports and games. Golf is on the upswing with 3,265,000 active pros and duffers; so are skiing, riding, shooting, sailing and even soccer. Last year, US men and women shelled out $790,000,000 for sports goods, plus $170,000,000 for green fees, and so on.

Boat and pleasure aircraft purchases are way up and some people expect a 15 per cent increase by 1963. Another pointer is the larger amount spent to buy and train hunting dogs; still another is a record 21,000,000 fishing and hunting licenses.

This means more travel to find trout streams or sun or snow. Beaches, resorts, hotels and cruises will get a healthy share of the 1963 diversion dollar; so will railroads, airlines, buses and steamships.

Directly affected by all this are sporting-goods makers like Jantzen, Chris-Craft, Remington Arms, Savage Arms, Wilson Sporting Goods (subsidiary of meat packer Wilson) and A. G. Spalding. In the long run almost every industry will share in the happy trend created by more leisure time. Hence 1963 should be fun for all.

* Reprinted from *Investor's Reader*, published by Merrill Lynch, Pierce, Fenner & Bean.

Digitized by Museum of Play

RECREATION IN LOS ANGELES

From a report of current developments related to the services of the Los Angeles Department of Recreation and Parks, as of May 1953, by George Hjelte, General Manager.

Playgrounds—The development of new playgrounds under our 1947 bond program was greatly slowed down by the regulations of the National Production Authority. Recently these have been relaxed and we have resumed the construction of seven playgrounds, and are letting contracts for playground clubhouses about one per week. We shall complete the total program by the end of this calendar year.

One of the interesting features in the wind-up of this program is the arrangement for construction of a two-pool swimming facility to be erected in Wilmington, on a park property adjacent to the Harbor Junior College. This is a new junior college, the curriculum of which is geared to the employment needs of the harbor district. It was opened during the war and is now in full operation with about three thousand students enrolled, and with a fine plant. Our seventy-acre playground adjoining it has been developed for community use but it will also be of considerable assistance to the college. We have entered into a contract with the board of education whereby it will share equally with us in the cost of construction and operation of the pools, one of which will be indoors. The total cost of construction is estimated at $350,000.

Beaches—At our beaches we had unusual success last summer in concentrating the building of fires at a single location where we have about one thousand fire rings. This development is upon a portion of the five-mile beach which was widened by the dredging of sand several years ago, so at the point of the fire rings it is about one thousand feet wide. Building of fires everywhere on the beach is an untenable plan, owing to the dirtying of sand with coals and ashes and possible burning of feet from live embers in the sand. The designation of a single place for many fire rings also has been a welcome thing to hundreds of young people's groups, who now find a convenient place with parking facilities, fire rings, and supervision—where a beach party might be held on warm summer evenings, on the shores of the Pacific. Many church and other youth-serving groups are availing themselves of this fine public recreation service.

Day camps, important part of summer schedule, are especially designed for youngsters unable to go to regular camp.

While on the subject of beaches I might say that we look forward to a considerable expansion of the beach as well as the inland park program of the state. The state has aided cities and counties in the purchase of ocean frontage under a program requiring local matching of state appropriations. California now has vast expanse of sandy and scenic shoreline in the public domain, but with the rapidly growing population of this state, the future needs will be for conveniences and facilities on the public beach, including parking areas, sanitary conveniences, lifesaving installations, game facilities, and so on.

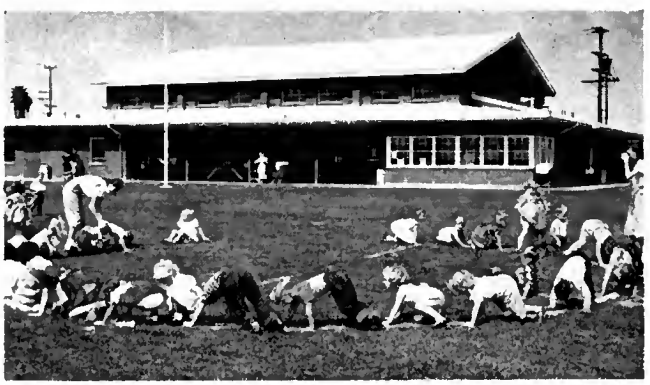
There is now a possibility that the federal government will quit-claim the paramount right which it has heretofore claimed to the tidelands of coastal states. This will release oil-royalty funds derived from drilling in the tidelands, which in California have been impounded for several years. The sum total is now around fifty million dollars, of which nearly thirty million dollars have been allocated to state beach and park purposes by former action of the legislature. After President Eisenhower has signed the impending legislation, this fund, or a good portion of it, will undoubtedly be available for further beach and park acquisition and development throughout this state.

Anticipating such an eventuality the state park commission has declared a policy favorable to the incorporation of all beaches in the state into one great recreation and park system, relieving the cities of the cost and obligation of

financing much needed beach improvements. This could be an outstanding development in the next few years toward the use of our shoreline for recreation. Beaches, we believe, are probably our greatest natural recreational resource, not equaled by the mountains, valleys, forests, and other natural resources of the coast range and Sierra mountains.

Park System—Golf has gone forward considerably. We recently opened a splendid additional nine-hole golf course in Griffith Park. We now have eleven units of nine holes each at three separate locations. I believe this is a larger number of municipal golf courses than in any other city in America, although some metropolitan areas have greater golf facilities which are provided through county and state agencies. We also are building two eighteen-hole courses in the San Fernando Valley, on flood control land which we have leased from the federal government for fifty years. One such lease of 2,000 acres is in the Sepulveda Basin, and the other of 1,700 acres is in the Hansen Dam area, both in the San Fernando Valley. As the vast freeway system develops in this metropolitan area, these regional parks will be highly valued for year-round recreation by the people of this area, the population of which is now estimated to be four and a half million.

An interesting installation recently has been made, in Griffith Park, known as Travel Town. It consists of an educational display of travel equipment of yesteryear. Transportation companies have taken a great interest in this project and have donated or loaned exhibits of extraordinary character. One of these is a great locomotive



Recreation director supervises game for small fry. Entire families included in year-round programs at 100 playgrounds.

which pulled the overnight train from San Francisco to Los Angeles for many years, weighing 125 tons, not including the tender. Other railroads have installed similar displays alongside those of the street railway system, the stage coach lines, and so on. Not only do children enjoy seeing, and climbing upon, these interesting vehicles, but the whole exhibit has a nostalgic effect upon those of mature years.

Program

1. In the field of program on playgrounds we have done some interesting things of late. Upon the opening of the fishing season in California, we opened four of our park lakes to juvenile fishing, all under some supervision. Throughout the entire summer these lakes, which are in the center of urban parks, will be stocked with fish by the

Barbershop quartet in action. A wide range of activities for adults is offered on playgrounds.

California State Fish and Game Commission, and fishing will be enjoyed three days a week by those under twelve years of age. For the adults we opened our 12-mile Crowley Lake situated in the Owens River country 320 miles from our city, and from which most of the Los Angeles water supply comes. Here we have a fleet of boats which we rent. Over one thousand public and private boats were on the lake opening day.

2. Recently our baseball schools have been put into operation on all playgrounds, with the aid of professional baseball players who contribute their services. The Pacific Coast Baseball League gives fine support to these and is glad to send its best representatives to assist in the instruction. All this contributes to our so-called Little Coast League baseball program in which hundreds of teams play regularly throughout the season, and which is so organized as to avoid the objectionable features of the Little League baseball movement which has spread across the country. We subscribe thoroughly to the principles set forth by the American Association for Health, Physical Education and Recreation, the American Recreation Society, and similar agencies in respect to these matters, but we believe that only by having a constructive and widespread program that meets the need in a constructive way can we channel the zeal and patronage of adults who otherwise are inclined to accept such a program as "Little League Baseball."

3. We should like to mention, too, the May Day festivals which had been in preparation for weeks and which were held at all of the municipal playgrounds. These festivals motivate activities of many kinds in the preparatory process, and the events bring together many aspects of our total service. The consolidation of the recreation and park departments of Los Angeles has been beneficial in many ways. Our playgrounds are now much better landscaped than before, and events such as spring festivals are enhanced in beauty and effectiveness by flowers and plants readily made available to the recreation personnel by the landscape division.

4. Our program, of course, includes many special events and, while these are all very important, we regard them too as the "spice" of what otherwise would be a program with little zest and special attraction. We do believe, however, that the day to day routine activities on playgrounds are

the most valuable contribution in a system such as ours. In order to keep this program at a high pitch we have recently taken steps to see to it that these routine activities are made more and more interesting.

Women's In-Service Vacation Fun for Teen-Agers—The second demonstration of the special in-service training projects was held May 12, at Shatto Drama Center. It was an exposition of vacation fun for teen-age youth. The material presented indicated skillful and thorough research on the part of every committee member. The session was filled with unique features. A tape recording revealed what teen-agers wanted most. The recordings were the result of on-the-spot interviews at several of our own recreation centers. Another highlight of this session was the demonstration of the new game, Jokari, by the noted tennis star, Pauline Betz Addie. It was hoped that the many activities presented so ably by directors, at this session, would be included for teen-agers in the summer programs at every recreation center.

Workshop on Recreation for Oldsters—A workshop on this subject, sponsored by the Metropolitan Welfare Council, took place on May 20. The program included:

9:30 to 11:30 Panel presentation and discussions on planning, management, physical facilities and programs.
11:30 to 12:15 Tour of Joslyn Hall
12:15 to 1:30 Luncheon ($1.25) Entertainment by older adults using Joslyn Hall, and brief talk by William Farnum, old-time movie star.
1:30 to 3:00 Swap Shop

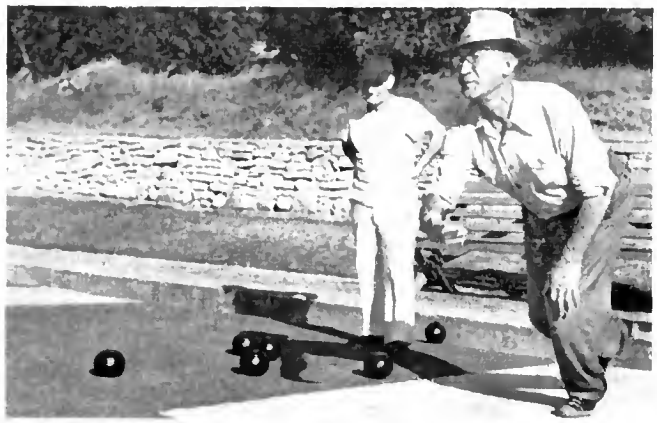
1953 May Days—May Days scheduled for week of May 18:

Playground	*Theme*	*Date*	*Time*
Harvard	Heart of Ice	May 20	4:00 PM
Oakwood	The Choice	May 20	4:00 PM
Compton	Festival of the Golden Goose	May 21	4:00 PM
Poplar	The Year that Spring was Late	May 21	4:00 PM
Wm. Mead	Heart of Ice	May 21	4:30 PM
West Los Angeles	This is How the Spring Begins	May 22	4:00 PM
Downey and Lincoln Hts.	Heart of Ice	May 22	4:30 PM
Victory Van Owen	The Secret of Spring	May 23	10:00 AM
Cheviot Hills	The Enchanted Flute	May 23	11:00 AM
Manchester	The Choice	May 23	11:00 AM
Reseda	This is How the Spring Begins	May 23	11:00 AM
Robertson	The Choice	May 23	11:00 AM
Rosecrans	The Choice	May 23	11:00 AM
Toberman	The Choice	May 23	11:00 AM
Green Meadows	Festival of the Golden Goose	May 23	2:00 PM
Highland	The Choice	May 23	2:00 PM
Wabash	This is How the Spring Begins	May 23	3:00 PM

May Events At Los Angeles County Museum—From May 16 to May 31, a special series of events presented: gallery talks; films on art and on science—including two of Walt Disney's Tru-Life Adventure Series; chamber music; and Museum-in-Action—Art Program 1953 Annual Exhibition, with artists' demonstrations in the galleries.

Women's In-Service Training—On May 19, at Shatto Drama Center, the committee working on vacation fun for junior high school ages made its presentation. A variety of activities helpful to all directors in planning activities for this age level were included in the morning's session.

Soap Box Derby Program Available—Directors were advised that our department was cooperating with the Soap Box Derby program. As part of this cooperation, the following service to stimulate interest in their community was made available to them. This service could be used in connection with a playground evening of entertainment, or meetings where it might be appropriate.



Famous Arroyo Seco Greens. Bowling-on-the Green, popular with senior citizens, is but one activity in varied program.

Program included a twenty-six minute color sound film on the Soap Box Derby, magic tricks and ventriloquism, and a question and answer session for a total of forty-five minutes to sixty-minutes.

Men Directors' In-Service Training—Men directors met at their District In-Service Training Centers on May 19, the subject being "A Nature Project Suitable for Day Camping."

Track Meet Medals—All District Track Meet medals were delivered to each district track chairman in charge of a district meet. Directors who had boys who were winners, or who placed second, got in touch with district track chairmen for medals won by their playground boys. These medals were given junior and senior divisions only. The standard ribbons for winners were given in the midget division.

ACEA Recreational Opportunities, May 17 to June 11—Biltmore Dinner Dance and Floor Show; color films on England, Ireland and Scotland; deep sea fishing off Catalina Island; special dance; tennis tournament at Griffith Playground; weekend at Camp Radford; color films on France and Italy; Hollywood Theatre Party; Lopez Canyon Trap Shooting Contest; week in mountains at Camp Seely for family or friends, $1.00 per day per person for the week.

In-Service Training for Maintenance Division Personnel—Classes given were: Building Maintenance Class, 2 P.M.-4 P.M., five days: Horticulture Class, 1:30 P.M.-4 P.M., three days: Advanced Horticulture Class, 1:30 P.M.-4 P.M., one day.

Weekly Attendance Report Supervised Playgrounds Only

	Week Ending May 9, 1953	*Same Week Last Year*
Participants in Planned Programs	132,546	138,104
Total Participants	202,547	201,736
Total Attendance	306,918	307,307
Daily Average	43,845	43,901

Feed-The-Witch, played with large head painted or pasted on wall. See story.

A HALLOWEEN PARTY for THREE HUNDRED

William L. Petty

Halloween parties of some sort have been enjoyed by the peoples of many lands for centuries. Interpretations and observations vary in the different countries; but to the people of America today comes a Halloween party fashioned, and pretty well standardized, by the folkways of America through the years. It is a Halloween party of witches and goblins, of skeletons and ghosts, of costumes and dens of horror, of broomsticks and black cats, of vampires and bats, of bobbing for apples and other games of fun, and of feats of skill and contest. All of this rolled into one bill of fare for one evening's entertainment is a large order for even a small group, and as the number of participants increases, the problems increase proportionately.

For the social or recreational agency which undertakes such a party for two or three hundred, the problems are many-fold; and the common question is, "How can you include all these ingredients in a party for this number?" It can be done, but I believe that the four most immediate concerns facing anyone embarking upon such an undertaking are: (1) content of program; (2) participation for all; (3) control of the group; and (4) distribution of refreshments.

We, at Madison Square Boys Club, have worked out a plan that has the answer to all of these problems. Our party embodies all the old time Halloween games, thrills, and atmosphere (complete with dens of horrors) and keeps three hundred boys actively participating, simultaneously, for a period of three hours. In the meanwhile we give them their fill of cider and doughnuts.

Our plan is simple, easy to implement, and has worked successfully for us for the past two Halloweens. The essence of it is to set up fifteen or twenty games with a Halloween motif, separate the three hundred into groups of fifteen, assign a team to each game, and then to rotate them around the room until each team and each individual has played every game. The games are played on a competitive, point basis, with prizes for the winners.

Three distinct areas are pertinent to the carrying out of the total plan:

1. A room, or series of connecting rooms and hallways, to be used as a den of horrors.
2. A pre-party assembly area.
3. A gymnasium, or area of similar size, for the actual party action.

An elaboration of each of these areas is included in the following general description of the party.

We open the doors to the waiting crowd at seven o'clock. Everyone is channeled immediately through the den of horrors, with its ghosts and witches, rattling chains, screeching owls and squeaky doors—all dedicated to the purpose of making a youngster's hair stand on end. Younger children are helped through by a staff member. If a youngster is disinclined to pass through the den he is not urged to do so, but is given a detour. Most of our youngsters get great joy from the den and would go through for a second trip if permitted.

After the den of horrors, all the people gather in a general assembly area. At seven thirty they are divided into teams of fifteen, and are given a number corresponding to the number of a game in the party area. There are as many teams as there are games. All members of team number one are given a card bearing the number "1"; and upon going to the party area, they report to game number one in a group. All members of team number two are given a card bearing the number "2", and so on, until all teams and all individ-

William Petty *is director of Queens Boys Club and Clear Pool Camp. Madison Square Boys Club, New York.*

uals are numbered and assigned to a game with a corresponding number. No team is assigned number thirteen, as this number is reserved for the refreshment booth. This assembly area is the key to the total organization of the party, and adequate planning and care here will help to assure a successful evening. Also, at this point, team captains are chosen and older persons are assigned to lead the group through the activities. This affords a wonderful opportunity to make use of older boys, giving them a chance at responsibility and leadership.

By eight o'clock all three hundred are in the party area and stationed at the game assigned to them. At a signal from the MC everybody begins to play and the fun is on. When sufficient time has elapsed for all teams to complete their games, another signal is given and all rotate clockwise one station and commence a new and different game.

A full day should be allowed to set up the party area. Decorations should be in abundance and should include silhouettes of all types of Halloween creatures. Never underestimate the power of suggestion embodied in decorations, for setting a mood.

The games in the party area are clearly numbered, and should be spaced far enough apart so that people playing one game will not be a hindrance to the people playing the next. Each game must have a "games keeper" to keep the game set up, and to keep a score for the teams as they pass. The team leaders also keep score. This provides a double check for scores. As many as possible of the traditional Halloween games, such as "Duck for Apples," should be included, and a Halloween motif for all games is a *must*. With a little imagination almost any run-of-the-mill game can be transformed into a Halloween game. Here are some of the games we use successfully:

1. *Ducking for Apples*—This game is so well known that no explanation is needed. It is sufficient to mention that each contestant is permitted one minute and is scored on the number of apples he is able to take from the tub.

2. *Cat on the Fence*—Place two cardboard silhouettes of black cats, some tin cans, a small pumpkin, and some old shoes on a wooden bench. The participants stand five yards back and attempt to knock the objects off the "fence" by throwing tennis balls. Each object has a point value, with the cats being worth the most. Each person is allowed five throws.

3. *Feed the Witch*—A large picture of a witch's head is painted or pasted on the wall. It should be at least six feet high and proportionally wide. The teeth should be her prominent feature. Drive a tenpenny nail into each tooth from behind, leaving the point and approximately one inch protruding in the front. Suspend a string from the center of her forehead and on the end of the string place an apple. This creates a pendulum. The object of the game is to impale the apple onto the nails protruding from the teeth. This is more difficult than it seems. Each tooth has a point value with the more difficult to impale teeth having the greatest point value. *(See illustration.)*

As many as possible of the traditional Halloween games are included. Each game has a games keeper to keep the score.

Station number thirteen is refreshment booth. Each team reaches this while rotating from game to game around room.

4. *Witches Tail*—In a small box put three holes large enough to permit a ping pong ball to pass through. Place the box on the floor so that the holes are at floor level and facing the participant. The participant must straddle a broom, witch-style with the sweeping part to the rear, and attempt to sweep the ping-pong ball into the holes. The distance should be eight feet and the number of tries three. The holes are of different sizes with the smaller holes having the greatest point value.

5. *Penny Pumpkin*—Decorate a chair to resemble a witch. Place a jack-o'-lantern pumpkin on the floor behind the chair, with its face up. The object of the game is for the participant to drop pennies into the eyes, nose, and mouth of the pumpkin without touching the chair with his body. Each person is allowed six tries.

6. *Apple Bowling*—Played the same as regular bowling. The apples are placed upon small blocks of wood and an apple is used as a bowling ball.

We use several other games but these are given as typical of how, with ingenuity, any game can become a Halloween game.

Station number thirteen is the refreshment booth, and as previously stated, no team is assigned this number. As each team reaches this station, while rotating around the room, it pauses here for a one-game period to enjoy doughnuts and cider at a leisurely pace. This permits serving refreshments without breaking the routine of the party, and also avoids the rush and grab entailed in mass feedings.

When all the teams have completed all the games, they are lined up for Halloween relays. Some that we use are pumpkin rolling relays, apple-pushing-with-nose relays, and assembling and disassembling of cardboard skeletons.

We finish off the evening with a grand Halloween treasure hunt. Previously hidden throughout the party area are numerous small paper cutouts of witches, bats, brooms, cats, and so on. Each cutout has a point value: a witch—8 points, a cat—6 points, and so on. A special white witch has a value of 100 points. This special we really camouflage in some conspicuous but hard to detect place such as *some one's white dress*. Participants may search for the treasure only while music is played. When the music stops, all stop in place until the music commences again.

Here are a list of essentials that will increase the chances of success for the party.

1. Use a loud speaker system. It is practically impossible to control a group of three hundred without one. It is also advisable to have an extra set on hand just in case the first one goes bad.
2. Insist that all remain in their respective team groups throughout the evening, except during the treasure hunt.
3. Choose your games keepers and team leaders with an eye for possible maturity and leadership ability. They can go a long way toward making or breaking the party. Meet with them at least twice before party time to make certain that they understand the total party, and that they know their individual jobs well.
4. Have at least three staff members roving the area to keep things rolling. Meet with these people before the party to make certain that they are well aware of the order and sequence of the activities. They should be as much aware of what is taking place next as the MC.

This is a rough outline of our Halloween party. Each agency will have problems unique unto themselves; but I believe that the plan can be used successfully by most of them. We at Madison have found that it works for us, and we offer it for what it is worth. We like it because it embodies the best parts of our traditional American Halloween, because it keeps three hundred youngsters actively participating for three hours, and because it keeps these three hundred *happy* for three hours.

New Interagency Committee

The new state Interagency Committee on Recreation, created in the office of Governor Battle of Virginia, and announced on page 199 of the September RECREATION, is composed of the following agencies, or their appropriate divisions: Department of Conservation and Development, including Divisions of State Parks, Planning and Economic Development, Publicity and Advertising, Forest Service; Department of Education; Commission of Game and Inland Fisheries; Departments of Health, Highways, Mental Hygiene and Hospitals, Welfare and Institutions; Virginia State Library; State Water Control Board, Extension Divisions of University of Virginia and of Virginia Polytechnic Institute; Richmond Professional Institute; College of William and Mary; Virginia Museum of Fine Arts.

The functions of the committee will be to: aid in interpreting generally recreation services and features provided by the various state agencies; determine how requests from local communities for information and advice in meeting their recreational needs can be met effectively by existing state agencies; study the general recreation needs of the people of Virginia; make recommendations to the Governor for strengthening and coordinating recreation services of the various state agencies; appoint special committees, making use of trained and interested personnel within the state to assist the interagency committee on specific projects, surveys, and so on; report to the governor on or before November 1, 1953, on its activities and as to the need for a continuation or modification of its structure and program.

Tricks WITH CARDS

Spellbinder

● Determine the location of each card, from Ace to King, by spelling out its name or number.

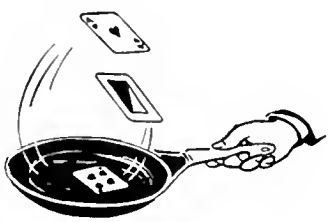
Use all thirteen cards of any one suit, and arrange them in this order: 3, 8, 7, Ace, Queen, 6, 4, 2, Jack, King, 10, 9, 5. They should be face down, with the 3 on top of the deck and the 5 on the bottom.

Begin by spelling A-C-E. As you say the letter A, take the top card and slip it to the bottom, still face down. For the letter C, take the second card and slip it to the bottom; and for the E slip the third card to the bottom. Then turn up the next card on the table. It will be the Ace. Leave the Ace on the table, and next spell out T-W-O in exactly the same manner, slipping a card to the bottom of your pack for each letter, and on the last letter turning up the card, which will be the Two. Place it on the table, and go on spelling out T-H-R-E-E, for which you slip the next five cards to the bottom, and turn up the Three, and so on. Remember always to remove the located card from the pack after you have turned it up.

Frying Pan

● Make a circle of cards on the table, face up. You may put any number of cards in the circle, which forms the rim of your frying pan. To complete the pan you need a handle, and this you make by adding a file of cards, any length you wish, to any card in the rim.

Ask the person on whom you are working this trick to decide *mentally* on any number greater than the number



of cards in the handle. Impress upon him that he is not to tell you that number. When he indicates that he has decided on some number, ask him to: begin with the bottom card of the handle and count silently up the handle and then continue clockwise around the rim until the selected number has been counted out; then, beginning with the card on which he landed and counting that as "one," to count out the original number again, this time in *counter-clockwise* direction, continuing around the rim without bothering about the handle. *Despite the fact that his counting has all been done silently, you will be able to tell him on which card he finally landed.*

You begin with the bottom card of the handle, too, and mentally count the number of cards in the handle. Then, starting with the card at the *right* of the card to which the handle is attached, go *counter-clockwise* around the rim, counting *as many cards as there are in the handle.* The card on which you land will be the same as the one on which your subject landed, no matter what number he has chosen.

Suggestion: Never use the same layout of the frying pan twice in succession—keep varying the number of cards.

Two-by-Two

● Count off twenty cards, and place them face up in pairs. Now ask someone to select any one of the pairs, and to remember, but not to tell you, what the two cards in the pair are. Then, carefully, so as not to separate any of the pairs, gather up the cards into a single pack and hold it face down in your left hand.

Now, *imagine* that there is an arrangement of words on the table, shown in *Diagram A*, (note that there are ten pairs of letters: two B's, two I's, two L's, and so forth.) The order in which the cards are placed is shown in *Diagram B.*

B	I	B	L	E
A	T	L	A	S
G	O	O	S	E
T	H	I	G	H

(A)

1	3	2	5	7
9	11	6	10	13
15	17	18	14	8
12	19	4	16	20

(B)

Begin turning up the twenty cards, one by one, and placing them on the table. Use the first card to cover, face up, the space where the first imaginary B in BIBLE would be, the second card to cover the second B of BIBLE. The third card should cover the I of BIBLE, and the fourth the I of THIGH. The fifth card then covers the L of BIBLE, so that the sixth card must also cover an L, which is in ATLAS. Continue turning up the remainder of the twenty cards in like fashion, always covering a pair of the imaginary letters.

Have your subject point out the horizontal rows in which the two cards he originally selected now are. If he indicates two separate rows, then you'll know that his cards are those covering the identical letters that appear in each of these rows. If he says they are both in the same row, then they are cards covering whatever letters appear twice in that row.

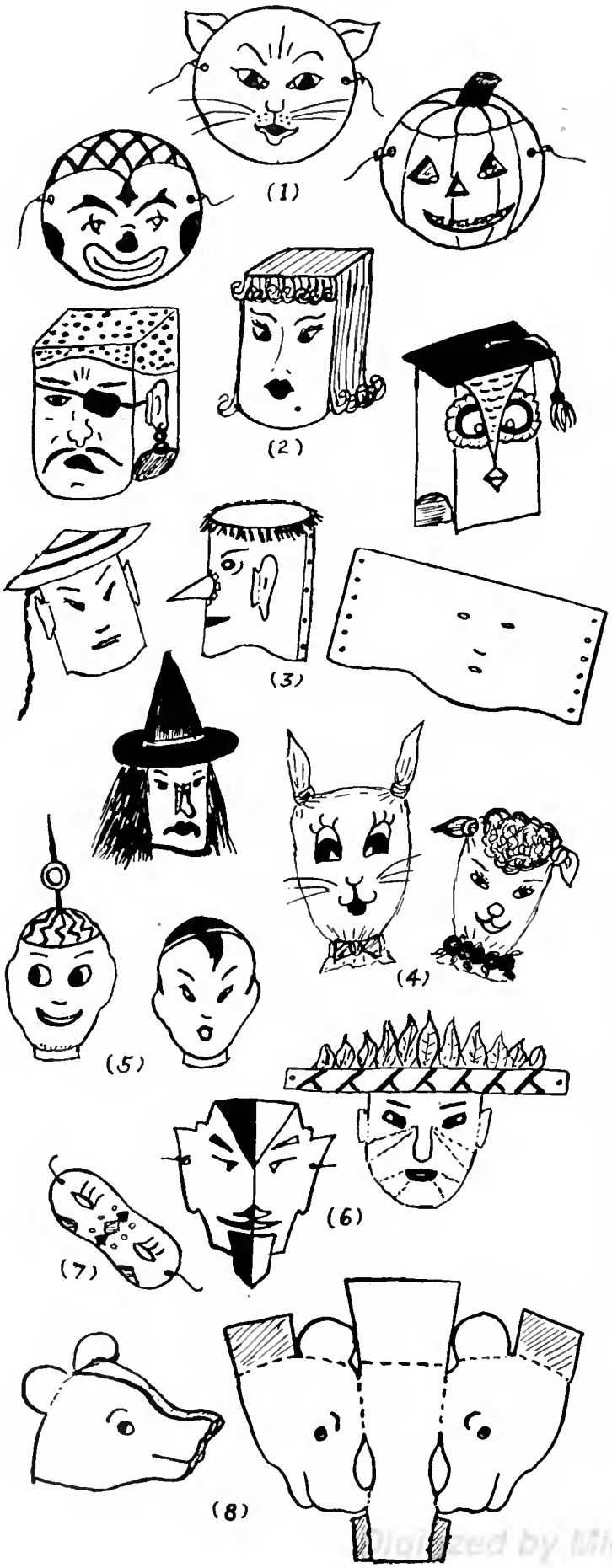
Example: (*Refer to diagram*)

Your subject indicated that his cards are in rows two and four. Since the only letter common to both rows is T, his cards (11 and 12) must be those covering the T spaces in the imaginary diagram.

Suggestion: This trick may be worked on several people simultaneously. The main part is to commit the key words and spaces to memory.

From Take a Card, *published by the Association of American Playing Card Manufacturers, 420 Lexington Avenue, New York 17. Single copies available free, to recreation directors, from the publisher.*

MASKS and



A piece of cardboard, paper, cloth, a paper plate, or a bag; odds and ends for colorful trimmings; adhesive; paint or crayons; and a bit of imagination are the basic requirements for these easy-to-make masks.

Paper plate masks (1) Use an eight- or ten-inch plate. Measure and mark positions for eyes, nose and mouth. Cut small holes for eyes and mouth; cut around sides and bottom of nose and fold it outward. Make a small hole on each side of the mask, and attach strings or elastic to hold it in place.

Paper bag masks (2) Use a bag large enough to slip easily over the wearer's head. Mark position for eyes. Cut out or fringe lower edge at sides for the shoulders. Since the bags are loosefitting, it is not necessary to cut out the nose.

Cylinder masks (3) Cut a rectangular piece of wrapping or construction paper, tagboard, or oilcloth,—about ten inches wide and long enough to go around the person's head and lap over two inches. Mark places for eyes, nose and mouth. Trim the bottom so it fits well on shoulders. Add the features and decorations and fasten mask together with paper fasteners, tape or string.

Cloth sack masks (4) A sugar or flour sack, or an old pillow slip serves as the base for this mask. Tie a knot in the closed corners for ears. Apply features with paint, crayon, or embroidery. Gather the open ends in place around the neck with a bow tie, ribbon or collar.

Stocking masks (5) Cut off the foot part of a large size stocking, and sew or tightly tie the cut edge of the upper stocking for the top of the mask. Cut eye and mouth outlines from colored press-on mending tape and press them in place before cutting eye and mouth holes in stocking.

Flat paper masks (6) Mark position for eyes, nose, mouth, ears and chin on a piece of wrapping or construction paper and then design and cut the mask to the desired shape and decorate it. Interesting effects can be obtained by folding a flat mask (as shown by dotted lines in illustration) to make the cheeks and chin stand out.

Eye masks (7) Made from scraps of paper, cloth, oilcloth, plastic, and so on, these little masks are especially appealing to the junior girls and teen-agers. False eyelashes, beads, feathers, or sequins give them a very gala appearance.

Animal-head masks (8) Draw animal head design (as shown in illustration) on a large piece of heavy wrapping paper or tagboard. Cut out on solid lines, fold on dotted lines, and paste tabs (shaded areas in illustration) securely to form head mask.

Noisemakers

Construct attractive noisemakers which jingle, rattle, clatter, hum, or whir from scrap materials and decorate them gaily with enamel, colored paper, or cellulose tape.

(1) Punch holes around the rim of a tin or paper plate. Fasten a small bell to each hole with a piece of wire.

(2) Punch two holes in the end of a tin can. Make a loop handle from coat hanger wire, insert the ends through the

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NOISEMAKERS

holes in the can and twist them together. Punch holes in the center of metal bottle caps and string them on a piece of strong cord, knotting the cord between the caps. Tie one end of the cord to the twisted wire inside the can.

(3) Punch small hole in the end of a tin can. Thread short pieces of cord or fine wire through an eyescrew, knot them in place, and tie a washer or nut to each of the ends. Attach handle, cut from broomstick, by screwing eyescrew, from inside of can, through the hole and into the handle.

(4) Punch three holes along one side of a cardboard tube. Tape or glue a piece of wax paper over one end. Trim with a fringe of colored paper. Hum into the open end.

(5) Use a flat saucepan cover or flatten the edge of a coffee can cover with a hammer, and punch one hole $\frac{3}{8}$-inch from the edge. Cut a V-shaped groove, an inch deep, in the end of a piece of broomstick. Drill a hole crosswise through the center of the two prongs, $\frac{1}{2}$-inch from the end. Cut two pieces of strong wire the length of the cover's diameter and twist a small loop in one end of each piece. Put the parts together by inserting bolt through: one prong, the loop of one wire, the hole in the cover, the second wire loop, and the other prong, and fasten with a nut. Attach a heavy washer or nut to free end of each wire.

(6) Punch one hole in bottom of tin can. Rub an 18-inch piece of firm cord with rosin, thread it through the hole in the can, and tie a curtain ring on each end. Pull the cord up and down to make a squawking noise.

(7) Thread four 10-inch lengths of ribbon through a large spool. Knot them all together and attach a bell or metal curtain ring to each of the ends.

(8) String several small bells on a piece of wire and fasten it to the loops on a package handle. Trim with tassels of yarn or crepe paper.

(9) Cut out the center of a 3- by 5-inch piece of heavy cardboard, leaving a $\frac{3}{4}$-inch border. Punch a small hole in one end of this and attach a 3-foot piece of string. Tie a small block of wood to the other end of the string for a handle. Put four rubber bands lengthwise over the cardboard. Whirl it rapidly in a circle to make a moaning noise.

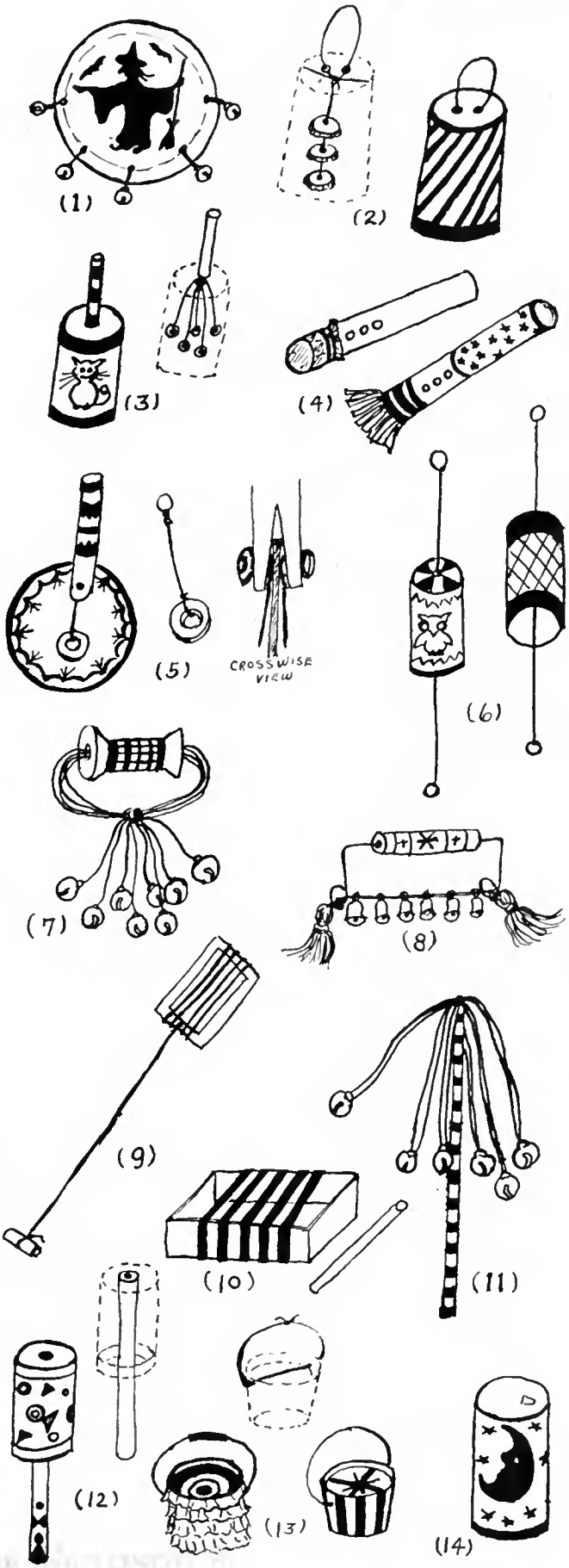
(10) Remove the cover from a cigar or shoe box and put heavy rubber bands crosswise around the box. Play it by strumming or by drawing a stick quickly across the bands.

(11) Tack the centers of three 10-inch pieces of ribbon to the top of a 12-inch piece of dowling or a stick. Tie a small bell to each end of the ribbons.

(12) Cut a hole, the diameter of a broomstick handle, in the center of the cover of an ice-cream carton. Nail one end of a 12-inch piece of broomstick to the inside bottom of the carton, put in several small pebbles, slide the cover on, over the stick, and tape it securely in place.

(13) Tie a handle of heavy cord or wire through a cottage-cheese carton, put several pebbles in, and tape the cover in place.

(14) Drop small pebbles into an empty salt box and seal spout with tape to make a simple rattle.



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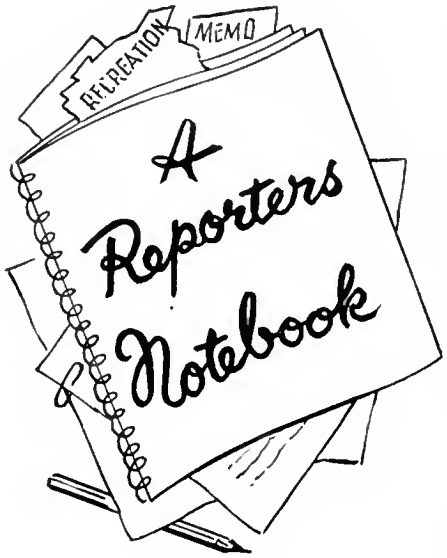


Expanded Program

An expanded 1954 municipal recreation program for the Milwaukee Department of Municipal Recreation has been approved by the school board.

The program proposed by Donald B. Dyer, the assistant superintendent in charge of the department, provides for five new spring and summer playgrounds, seven fall playgrounds, two new afternoon social centers, two evening social centers and one auditorium center. Much of the expansion is planned to bring recreational facilities to new areas of Milwaukee which have big population increases and new schools.

Mr. Dyer stated that the proposed expansion could be carried out without increasing the school tax for recreational facilities. The recreation fund has a taxing power of up to nine-tenths of a mill.

Traveling Art Exhibitions

French Painting at Mid-Century, Daumier Lithographs, Fifty Books of the Year, Sculpture, 1953, Shopping Centers of Tomorrow and *Design in Scandinavia* are among the new titles of sixty American Federation of Arts Traveling Exhibitions, gathered from sources in this country and abroad for circulation in 1953-54.

Institutions in every part of the United States, and in Canada, make use of the AFA's Traveling Exhibitions service to bring to the public important original exhibitions and smaller educational displays of the art of many nations and periods. In 1952 over four hundred showings were booked.

Contemporary art, both fine and applied, is well represented in the new exhibits. Selections from shows of national importance such as the Metropolitan's Museum's *American Watercolors, Drawings and Prints, 1952*, the *Corcoran Biennial, 1953* and the Whitney Museum's *1953 Watercolors and Drawings* give a good cross-section of art in America today. *Color Prints in Post-War Germany, Contemporary Swiss Architecture, Finnish Arts and Crafts, Modern Aubusson Tapestries, British Children's Art* trace trends in other countries.

Institutions wishing information on AFA Exhibitions or other services should write to Thomas M. Messer, Assistant Director in Charge of Exhibitions, at 1083 Fifth Avenue, New York.

Are You a Gloop?

An eye-catching and amusing mailing piece was used in Butler, Pennsylvania, last spring, to announce a unique outdoor workshop for *G*roup *L*eaders *O*f *O*utdoor *P*rograms. Headed by large-lettered question, "Are You A Gloop?" (with appropriate sketches), it admonished the reader to "Save three nights of your life, for the time of your life."

The workshop hours were announced as from six thirty to eight thirty, and included the following:

Wednesday, May 13—Menu planning; cooking procedures; fire building; games in the out-of-doors; campfires

Wednesday, May 20 (next night in case of rain)—Cook your dinner by aluminum foil, tin can, stick or pot; demonstrations (Scout Campcraft Area) campcraft; safety, equipment; housekeeping; star gazing (optional)

Tuesday, May 26—Nature in recreation . . . trails, walks, conservation; dramatics . . . skits, paper-bag puppets, pantomimes; ceremonial campfire.

Upon completion of the workshop, a humorous certificate was awarded, testifying to the fact that the recipient was now a Gloop.

Eisenhower Park

In July the Senate passed and sent to the White House a bill authorizing the Secretary of the Army to turn over to Texas, at "fair market value," land to be known as "Eisenhower State Park." The one hundred and sixty acres, which the Federal Government would convey by quitclaim deed, lies within the Denison Dam and Reservoir Project.

New County Program

A new county park program was established in Oregon when the Lane County Park and Recreation Department was created by action of the Lane County Court on April 29, 1953. A charter commission of eleven members was named at the same time, and the following primary duties were defined: (1) to promote, develop, and maintain a system of county parks and recreation facilities; (2) to administer, under the County Court, such park, recreation, scenic, and historic facilities as may come under its jurisdiction, and to promote the acquisition of such sites and facilities for use by the public; and (3) to conduct a survey of the recreation, scenic, and historical resources presently available in the county, and needed in the future. Mr. Roy A. Elliott, of Eugene, has been named chairman of the commission. The park and recreation superintendent has not yet been selected.

New Facilities

A half-million dollars voted by Tacoma, Washington, citizens for new improvements to parks and playgrounds in 1952, is now being spent by the Board of Park Commissioners. Included in the program are facilities such as two $20,000 recreation buildings on playgrounds; four wading pools, eighty by forty feet; a $130,000 animal building at Point Defiance Zoo; a $200,000 warm, salt water, concrete swimming pool; the development of new playgrounds and a combination service and oldsters building in Wright Park. The latter park is located down-town and is frequented by oldsters in great numbers.

Master Plan

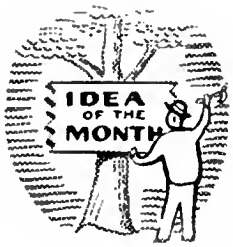
According to the June 1953 issue of *Popular Government*, published by the University of North Carolina, the Winston-Salem recreation commission has approved a long-range master plan calling for expenditures of approximately $2,800,000 by Forsyth County over the next ten to twelve years. The plan has been included in a 135-page report prepared over the past year by recreational consultants.

Beach to be Preserved

The long struggle to preserve, unspoiled, the charm of Island Beach, a ten-mile tip of Barnegat peninsula, south of Seaside Heights and the last lengthy stretch of wild ocean beach and dune land in that area, has been capped with success. The state of New Jersey is buying the 2,200 acres for $2,750,000 to preserve it as a combination outdoor museum, wildlife sanctuary and study center, and public recreation, fishing and bathing area, to be renamed Phipps State Park.

Adult Education

There are at present approximately 3,165,900 adults enrolled in vocational education programs sponsored by public schools; and about 3,000,000 more participate in some type of evening or outside regular scheduled classes in community colleges, evening schools, adult education centers and college extension courses.



A COMMUNITY-WIDE DOLL SHOW

NOTHING NEW on this subject? Maybe not—but have you had one recently—a real, well-planned one on a community-wide level, full of imagination as to projects and setting?

EVERYBODY loves dolls! They have a nostalgic charm that takes us back to our childhood. And a Doll Show, if it is well-organized, if it has imagination, color and human interest, will attract almost everybody in the community.

Such a show can be simple or elaborate. It can be a separate, distinct activity, such as Fayetteville, North Carolina held, or it can be tied into a doll-making program, as in Honolulu, and it can be slanted toward a special girl-mother angle, as it was in Hanford, California.

Whichever type you use, pull in all the other agencies and groups in your community. Give them special projects. Tie in with the department stores and toy shops. Find a theme. Add specialties, if you can—like storytelling, or a puppet show, a magician, a balloon tree, a doll circus, dances, and so on. Use junior and senior high school youngsters in setting up and taking down the exhibit, and in acting as guides and hostesses or hosts. Run it long enough for everyone to come—and at hours when adults are free.

And follow it up with doll-making, puppets, story dramatizations, and so on, in your everyday program.

In Fayetteville, the city-wide doll show, sponsored by the city recreation department, was held in the Sears-Roebuck Company store on February 15, from 9:30 A.M. to 9:00 P.M. It was open to all residents of Cumberland County, regardless of age. Classifications were as follows:

Rag Doll	Homemade Doll	Largest Doll
Paper Doll	Wax Doll	Smallest Doll
China Doll	Wonder Doll	Bisque Doll
Papier Mache Doll	Oldest Doll	Storybook Doll

Dolls from every country.

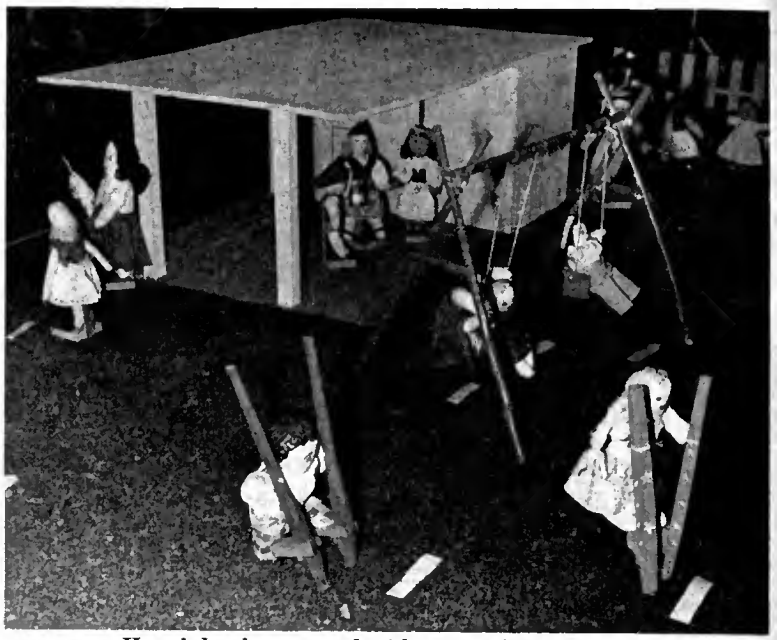
The show was officially opened by the cutting of a ribbon across the entrance by Mrs. Gilmore, wife of the commanding general at Fort Bragg. She was accompanied by Mr. Joe Tally, Jr., mayor of Fayetteville, and Mr. Selwyn Orcutt, who is superintendent of recreation and parks.

Ribbon cutting, Fayetteville: Mrs. Gilmore, wife of Commanding General, Fort Bragg, Mayor Tally and S. Orcutt.

This was the Third Annual Doll Show, and it differed from the others by having a number of planned projects in addition to the regular exhibit. These projects were the works of various community groups. The army wives group of the Lutheran Service Center, for example, constructed and entered an attractive project showing "The Old Woman Who Lived in a Shoe," and all her many children—dolls, of course!

A Girl Scout troop constructed a plywood church and wedding scene. A Brownie Troop entered an exhibit of dolls of other nations, winning first prize. Many families of servicemen entered foreign dolls. The Fort Bragg schools, city and county schools all sent exhibits. One of the most valuable and outstanding collections was entered by Mrs. Effie

This exhibit was constructed and entered by the local Army Wives Group, Lutheran Service Center.



Honolulu show staged with unusual imagination. Doll playground with pavilion, swings, slides, made perfect setting.

Brydges, wife of an army officer, and consisted of an imposing array of old-fashioned china-headed dolls dressed in authentic copies of the styles of the Gay Nineties. This collection was valued at $15,000.

Mr. Orcutt feels that including these special projects added a great deal of interest to the exhibit and he plans to include more of them next year.

In Honolulu, the Board of Public Parks and Recreation has sponsored a doll show for the last fifteen years. This year the show was built around a theme, "A Doll in Doll Land," and featured homemade dolls of all nationalities, dolls depicting fairy-tale characters, and rag dolls for cuddling.

It was the result of the doll-making classes held on the playgrounds. Creative expression was emphasized. No patterns!

The doll show was staged with unusual imagination. A doll playground, complete with a pavilion, swings, slides and stilts was a wonderful setting for the show—and emphasized recreation activities as well! A pink, blue and purple gingerbread house at the entrance not only attracted visitors but acted as a ballot box for the hotly contested spectator's choice. An ice cream cone tree added the final touch to the setting, and provided a colorful background for the display of small stocking and fabric dolls.

In Hanford, California, the recreation department was brought up short by the following letter from Leilani Von Tellrop, a ten-year old:

Dear Mr. Wallas, I was wondering about something. The only thing they have besides the tournaments for children my age is the archery. Why do you not have a doll show for the girls. I know many of the mothers say it is too tomboyish for the girls to shoot bows. My mother does too. How about the doll show.

Ice-cream-cone tree added final touch, provided colorful background for display of small, stocking and fabric dolls.

Mr. W. H. Wallace, director, rose to the occasion, and sent Leilani his answer:

Dear Leilani: Your recreation department stands ready now and in the future, to serve the wishes of the citizens, both young and old, of Hanford. I sincerely appreciate the fine letter you have written to us and we will do our best to arrange a doll show to your liking. This letter serves as a public announcement to all doll enthusiasts in Hanford that the recreation department is sponsoring a doll show on Saturday afternoon, January, 1953. It will be held in the City Auditorium beginning at 1:00 P.M. We are planning it on this date for two reasons. One, it will enable all the new Christmas dolls to be shown. Two, it will provide the girls several days to make clothes for their new dolls.

And so the recreation department put on a very special "Doll Show and Mothers' Tea" in the City Auditorium.

Dolls were classified very simply in three major groups: small; medium; and large. Each of these had two classifications: those dolls with purchased clothes, those with clothes made by their owners. Also, a prize was awarded the best rag and stocking doll. Only one prize could be won by any one girl.

A local dance studio put on a short program during the judging. The scheduling of the afternoon ran like this:

1:00 P.M.—doors open; 1:30 P.M.—program and judging; 2:00 P.M.—Doll Parade and Mothers' Tea; 2:30 P.M.—awarding of prizes.

A simple program, to be sure—but full of human interest. Its date gave a chance to display those Christmas dolls, and time for their owners to make new clothes for them. The mothers were featured—so mothers, and little mothers, were pleased. Comment? A recreation department has a heart.

Small Town Problems

A Conference to Serve a Special Purpose

LAST fall, when Art Todd, midwest district representative for the National Recreation Association, visited Waterloo, Iowa, he and Ray Forsberg, director of recreation, discussed the problem of reaching outlying smalltown recreation departments for the purpose of helping them with their problems. They considered the idea of inviting representatives of towns within fifty or sixty miles of Waterloo to come together for a day in the spring. Mr. Forsberg later took up the idea with his board, the mayor, chamber of commerce and others—all of whom thought it would be a good thing. The *Waterloo Courier*, daily newspaper, agreed to pay the cost of bringing in a speaker.

About a month before the date set for the conference, a letter was sent out by Dick Zellhoeffer, chairman of the Waterloo board, to mayors of forty or fifty towns inviting them to send representatives to discuss summer recreation programs. Later a similar letter was sent to 1) superintendents of schools, 2) secretaries of chambers of commerce, 3) presidents of PTA's. Duke Regnier, recreation specialist of Illinois University Extension, was invited to give the talk at the noon luncheon.

The meeting was scheduled to begin at 10:00 and to continue until 3:00 in the afternoon. Its purpose was to discuss planning, organization, financing of summer programs. It was expected that lay people interested in programs rather than leaders would attend; and it was decided that if sufficient interest was displayed, a one day workshop for playground leaders would be arranged later in the spring.

A good group, of twenty-nine people from eleven communities, showed up. Even better, however, was the genuine interest shown, the kinds of questions and problems which they presented. Craft articles from the Waterloo department, and NRA and other literature, were on display.

The following are typical of local programs described:

Oelwine has a seven-member legal recreation commission and a levy. Program runs through the summer months and consists of softball, swimming in pool, activities on two playgrounds, instrumental music instruction, crafts, typing classes, tennis instruction. A summer director, usually someone from the schools, is employed.

Hudson, population five hundred, has a midget baseball program, sponsored by the Commercial Club, craft classes four nights a week. The Junior Womens League is building a park. They want to employ a summer supervisor.

Tripoli, population twelve hundred, has two parks—one with picnic facilities, the other more of a playground. Weekly band concerts are held.

Greene, population fifteen hundred. The Womans Club sponsors a nine-weeks playground program financed by contributions. There is tennis and golf instruction, and a story hour throughout the year. Buses take children to Charles City to swim. Handcrafts and ceramics are taught; baseball and softball is sponsored by Lions, Legion and Commercial Club.

L to r: E. H. Regnier, U of Illinois; Mrs. C. Carstensen, Waverly; Mrs. J. Graven, Greene; R. G. Zellhoefer, Waterloo.

Allison has a baseball program for boys eight to eighteen. Scouts and Y-Teen programs conducted through the schools.

Waverly is especially interested in expanding its program and in solving a number of problems. One is the establishment of a park or recreation commission.

Those present at the meeting included a superintendent of schools, several teachers, members of womens clubs, PTA's and other groups sponsoring programs. They were introduced to persons in Waterloo who could be of help to them at any time on specific problems.

The *one day leadership workshop* will be held in *late May or early June*. The group was enthusiastic. We felt that the meeting was sufficiently worthwhile to make it an annual event and to encourage recreation departments in other cities to sponsor similar meetings with NRA assistance.

Milwaukee TRAINS *Its Players*

Robert G. Pitman

TO PRODUCE a play demands the employment of all arts and this is truly realized by the Milwaukee Players of the Milwaukee Department of Municipal Recreation. Herein lies the foundation upon which their School of Drama rests. The school itself is quite unique in a nation of community theatres. An air of seriousness pervades it—a seriousness which should accompany the successful undertaking of any avocation. We believe, as members of the Milwaukee Players, that the training of people in little theatre today is sorely lacking. We admit that ours might not be the only method—but we can testify to the fact that ours is an old method which has survived and which has met all of our needs. We are willing to go along with Bernard Shaw in his preface to *The Dark Lady of the Sonnets*:

> It is by exhausting all the hypotheses that we reach the verifiable one; and after all the wrong road always leads somewhere.

The first premise one must accept when working with a beginner is that, within this neophyte, there lurks some God-given talent—however crude or unpolished it may be. Otherwise the neophyte cannot be dealt with as a potential artist. Assuming this natural ability, the first premise flows into a second—the necessity of shaping and polishing the gem. An abundance of little theatres seem to ignore this second item and thus they are unable to arrive syllogistically at the finished product, acceptable actors and actresses. Within this abundance there is often evidenced complete satisfaction with the uncultured product; but logic demands that art be regulated, pruned, shaped here, enlarged there and molded symmetrically everywhere. A pianist who plays "by ear" might be termed clever, but being of sane mind he would never venture on a concert stage to perform Franck's *Symphonic Variations*—unless he were a genius! And there are few, if any, geniuses in little theatre.

Thus members of the School of Drama, with these premises in mind, become more convinced yearly of the necessity of this procedure as a method to aid those little-theatre aspirants who are unable to receive training in theatrical arts elsewhere. Also this procedure professes an underlying faith in the fight to alleviate "amateur theatricals" of unfavorable connotations. An uncut gem cannot be sold to a buying public; and the Milwaukee Players have been aware of this for twenty seasons.

Under the guidance of Robert E. Freidel, supervisor of drama and music in the Department of Municipal Recreation, the School of Drama was founded in 1932. Since that time, its course of study has remained essentially unchanged—which attests to its success.

Anyone in the city of Milwaukee who has either reached the age of eighteen or has been graduated from high school is eligible to enter the School of Drama. Admittance is gained by the potential student's being cast in a Milwaukee Players' production. Once cast, the potential student becomes an apprentice and from that time on his training progresses. At an initial meeting the new apprentice is acquainted with the nature of the various classes and the point system—the two factors which set him on his way to becoming a Milwaukee Player.

From mid-September to mid-June the classes are held every Wednesday evening at the Jackson Street Social Center and the Wisconsin Avenue Social Center, both centrally located in downtown Milwaukee. Between 7:30 P.M. and approximately 10 P.M., the apprentice attends courses given in voice and diction, bodily movement and acting. The spheres or ranges of these courses are extensive to the point of permitting the treatment of all aspects of theatre arts.

The School of Drama is conducted by Mr. Freidel and his two assistants, Otto DiDio, director of the Milwaukee Light Opera Chorus and instructor in voice and diction, and Gwendolyn Hall, instructor in the dance. As director of Milwaukee Players' productions, Mr. Freidel works in close coordination with his assistants, affirming again his belief in the universality of the arts by including the study of music and the dance with that of drama.

The material treated within the courses usually depends upon the production in rehearsal at the time. For instance, when the yearly Shakespearean tragedy is in progress, Mr. DiDio concentrates his classes on Elizabethan music while Mrs. Hall devotes her time to related dances of the period. What is then dealt with in these classes is often incorporated into the production itself.

From an article which appeared in the *Wisconsin Idea Theater Quarterly*. Mr. Pitman, as a member of the Milwaukee Players, has attended the School of Drama.

The Milwaukee Department of Municipal Recreation places emphasis upon recreation for all citizens. If enough people want to pursue a certain activity, it is always ready to supply trained leadership and facilities. Drama has long been sponsored as worthwhile, and Mr. Pitman describes this activity as it is conducted by the department.

Classes in voice and diction are not mposed of isolated theory. There is a nstant emphasis on projection, audi- lity, intelligibility and, under the di- ction of Mr. Freidel, interpretation hich generally takes the form of thea- e readings with class criticism. Ac- rding to Mr. DiDio, the best methods developing the voice and clarifying e diction (while still retaining a nat- ralness of speech) is through group nging and group reading.

Proper body-movement can best be hieved by the dance in its various rms. The classes in the dance include l phases of movement, the ultimate al being an attempt to free the body. urhythmics are often employed in ese classes and the emphasis here rests n gesturing, walking and, in general, n complete coordination.

Acting courses contain no pretense of ying to teach the apprentice *how* to t. An artist cannot be taught his art— ut only how to function in it. Thus the rpose of these classes is to instruct the pprentice in "how to act *properly*," to evelop along proper lines what talent ight be inherent in an individual. This cludes theatre readings (with class iticism), theatrical traditions, stage portment and discipline, dramatic andards, techniques and styles, and a istory of the theatre.

With these three substantial courses ere is mixed in, now and then, the lied theatrical arts of make-up, fenc- g and the reading of dramatic litera- re. Within the realm of make-up, the pes stressed are straight old age and aracter, with an emphasis being laced on beards for men and hair-dos r women. Not only does fencing, ong with the dance, improve bodily ovement but, with the abundance of assical presentations yearly—particu- rly the traditional Shakespearean pro- uctions—fencing is a necessity for the ike of reality and audience acceptance.

Although the importance of reading dramatic literature is constantly emphasized, there is a basic required reading list, now and then subject to change. This basic list, it is hoped, will encourage the apprentice to develop the habit of reading within his own genre. The list includes:

A history of the theatre (almost any is acceptable)

An Actor Prepares—Constantin Stanislavski

Beyond the Horizon—Eugene O'Neill

The Fabulous Invalid—Kaufman and Hart

The American Way—Kaufman and Hart

Our Town—Thorton Wilder

Abraham Lincoln in Illinois—Robert Sherwood

School for Scandal—Richard Sheridan

Gammer Gurton's Needle — Colin Clements

The Importance of Being Earnest—Oscar Wilde

No attempt is made to claim that this list is a comprehensive survey. The reason for the selection goes deeper. The habit of reading dramatic literature must be one of slow acquirement. It has been found that an immediate emphasis on, for example, Greek or Elizabethan drama has frightened many a potential actor away. All such developments must be made cautiously and patiently.

The Milwaukee Players have no place for a "star" or "prima donna." They attempt, insofar as is practical, to follow the repertory system which thereby enables the essential actor to experience and utilize the related arts of theatre. Thus all apprentices must devote a certain amount of time to working on sets, props, costumes, ushering, ticket-taking and ticket-selling.

When the schedule of plays is not so heavy, workshop productions—generally taking the form of three- or four-page sides—are rehearsed under the direction of long-standing Milwaukee Players, thus giving the latter an opportunity to develop for themselves another phase of the drama.

All of the above is eventually materialized for the apprentice by a point system which, when achieved, automatically makes the student a Milwaukee Player.

The Point System

For Acting
- Major Productions
  - 15 points—major role
  - 8 points—minor role
  - 4 points—bit role
  - 2 points—walk-on
- Workshop Productions
  - 5 points—major role
  - 3 points—minor role

For Classes Attended
- 1 point for each completed evening session

For House Work
- 1 point for ushering, ticket-taking and ticket-selling

For Make-up
- 10 points for make-up in general (straight, old age, character, hair-dos and beards, final exam)

Reading
- 5 points for reading of all required books

Selling Tickets
- 1 point for every ten tickets sold per production

The last requisite, selling tickets, is quite obvious. The would-be actor is constantly made aware of the necessity of an essential—the audience. And encouragement is given to him to develop his own "following."

When all the required points are totaled, the apprentice will have received:

50 points for acting
25 points for classes attended
5 points for working in the house
10 points for make-up
5 points for required reading
10 points for working backstage
10 points for selling tickets
35 optional points which can be obtained by applying an excess of points for any of the above.

Thus the total required to become a Milwaukee Player is 150 points.

It generally takes an apprentice about one year to complete his requirements. Few are able to pass the final exams in

a shorter period. Hard-work, determination, concentration and perseverance are the cardinal virtues in any apprentice's progress. The trial-test period of the apprentice presents the director with an excellent opportunity to gauge and estimate the ability and interest of the potential Milwaukee Player.

Approximately thirty-five apprentices are admitted to the Milwaukee Players' School of Drama each year. It is felt that any larger number would defeat the personal attention given to each student. In all cases, anyone desiring to become a player must undergo this training period, regardless of previous training and experience. The school is primarily one for neophytes in the theatre. Exceptions to the rule would introduce the difficult problem of determining just where an experienced person could gain admittance automatically to the players and where he would have to take the required courses. Notwithstanding these possible exceptions, the Milwaukee Players demand that all those interested in becoming a part of the organization must first of all submit to a period of apprenticeship. In fact, experienced actors who have managed to survive the "basic training" have admitted that such initial courses often refresh in their minds essential principles so often lost sight of by one who has progressed in his art. On the side of encouragement, an experienced actor might very well shorten his apprenticeship with his already-gained knowledge of theatre. But let it be plainly understood that the apprenticeship in no way impairs any actor's opportunity of attaining any role in a production. Tryouts for Milwaukee Players' productions are open to all Milwaukeeans. Many times it has happened that apprentices have been cast in leading roles.

Mr. Freidel is fully convinced that only through this thorough and basic concentration on the arts within the School of Drama has he been able to produce and direct the great classics of theatre—productions that other little theatres have generally sidestepped because of a lack of confidence and willingness to experiment. It has become a tradition for the Milwaukee Players to place an emphasis on the classics—or as one local actor stated: "Any drama club can perform the run-of-the-mill 'Dear Ruth's' but it takes a group like the Milwaukee Players to present successfully a classic." The major production each year is either a Shakespearean tragedy or history and, if the time and opportunity are available, a Shakespearean comedy or romantic fantasy is offered during the summer.

The Milwaukee Players were organized in 1931 with eleven members selected as the outstanding actors in the city's various social centers and, to date, they have given 166 plays, with 511 performances. Seventeen of these plays have been Shakespeare's—with forty-one individual productions throughout the past twenty years. Others have been drama, such as *The Joyous Season, Mary of Scotland, Our Town, Fashion, Arms and the Man, The Barretts of Wimpole Street, Swan Song, The Skin of Our Teeth, You Touched Me, This Happy Breed, Candida, Camille, Theatre, The Man Who Came To Dinner, A Phoenix Too Frequent, No Exit, Mourning Becomes Electra, Dark of the Moon, Cyrano de Bergerac, Liliom, Finian's Rainbow*, and *Brigadoon*. The 1952-53 season will give the reader a cross-section of the variety and dramatic worth contained within each year's schedule: *The Madwoman of Chaillot, Bloomer Girl, Blood Wedding, The Tempest, Song of Norway*, and *The Grass Harp*.

Concerning the training program, its importance might easily be attested to by the remarks of two prominent Milwaukee Players who themselves have gone through the dramatic mill. Robert Graw, at present vice-president of the Players' organization, contends that: "When the production at hand is coupled with the work done in the classes, the production as a whole immeasurably benefits. There is a certain spirit prevailing about the theatre. One might even go so far as to say that, during the rehearsals of a Shakespearean show, a notable Elizabethan attitude is engendered—a spark that has been aided towards its dramatic conflagration by the music and dance of the period demonstrated in the classes. The actors constantly find themselves in an anachronistic milieu, even when not in actual rehearsal."

Dorothy Voskohonik, secretary of the organization, believes that the gr value of the School of Drama lies ". . . the discipline it develops in e actor. You seldom find actors playi on various levels in Milwaukee Playe productions. They have by this ti learned to coordinate the virtues o good show. They have learned to velop discipline and perseverance, only in theatre but also in their da lives."

But perhaps the words of the direc himself will conclusively show, at le for the needs of the Milwaukee Playe that what has been in operation duri the past eighteen years is a necessity a will, therefore, continue as long as he director—or as long as there rema those who feel that community thea is essential to local art and must developed properly. Mr. Freidel sa "The apprentice, by his attendance classes, knows shortly what to expect the director, and by observation quickly learn what I can expect fr him, both in ability and in cooperati Theatre isn't only acting, it is all combined and disciplined to effect perfect a creation as is humanly p sible. Thus all sides must pull togeth and in the same direction. Our dir tion is established in our training p gram."

The Milwaukee Players are but o phase of a program in drama, music a dance sponsored by the Milwaukee D partment of Municipal Recreation. C ative dramatics, Children's Theatre, ballet group, the Milwaukee Lig Opera Company, are other activiti based on this same philosophy of the tegration of all the arts into theatri activity. In the summertime the ch dren are given this same progra through the Trouping Playgrou Trailer Theatre, a Trouping Pupp Show, and Travelling Storytellers.

ONE POLE - TWO FLAGS

Schools, playgrounds and organi tions having only one flag pole have h a difficult problem in flying the UN fl This was eliminated with little expe by a committee in Westfield, New J sey. For details write to Mrs. T. Rossiter, 536 Forest Avenue, Westfi New Jersey.

J—Decorate a thin paper bag by painting, crayoning, or pasting on cutouts of colored paper.

K—Cut out the design in a heavy paper bag and paste colored transparent paper behind each of the cut out areas.

Lanterns Made From Boxes, Jars, Cans (shown in illustration):

A—Cut out the background (shaded) areas on the sides and top of a cosmetic box. Paste transparent decorative paper—gift wrapping, tissue, oiled marbeled paper, cellophane, and so forth—on the inside of the box.

B—Cut out the background (shaded) areas on the side of the box, leaving the figures in solid silhouette. Paste a piece of plain colored, transparent cloth or paper on the inside of each side.

C—Use a wide strip of cardboard, folded to fit the case of a box flashlight, for the sides of the lantern. Cut a piece of light paper for the front, allowing a half-inch margin all around it for pasting it to the frame. Paint or crayon a design on it and paste it in place.

D—Cut out the parts of the design as in a stencil, leaving the background in. Paste a piece of transparent paper, in the desired color, behind each small cut out area.

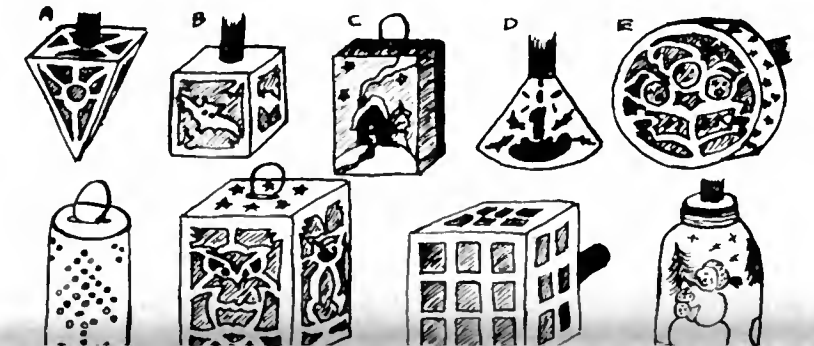
E—Cut out sections of the design, leaving the outline solid. Cut figures from transparent paper in appropriate colors—slightly larger than the cut out areas to allow for pasting—add details with India ink and paste them in place.

F—With a nail or awl, punch small holes to form a design in a tin can or cardboard carton lantern. (Colored cellophane may be pasted on the inside of the lantern if desired.)

G—Make the design in the same manner as in E. Cut one piece of transparent paper to fit each side, and one for the top. Paste them in place inside the lantern.

H—Cut out square areas and paste a plain colored or a decorated piece of paper—some attractive ones may be cut from holiday gift wrapping paper—in each one.

I—For a glass jar lantern, draw the design on a piece of paper the size of the jar's circumference. Place the paper inside the jar, with the design side outward, to serve as a painting guide. Paint the design on the outside of the jar with enamel or transparent lacquer.



Recipes for Fun

Flashlight Lanterns

The construction of lanterns, to be used in parades, pageants, and caroling excursions, for years has been a popular handcraft project for youngsters in recreation centers. The lanterns produced have ranged from the simplest of paper or cardboard boxes to the elaborate hammered tin and cut-out sheet metal affairs; and the majority of them depended upon candles for their light.

The lanterns described here are basic types, easily and quickly constructed, using flashlights for illumination. They are safe, practical, dependable—there is no danger of their causing burns or fires, the lights are not affected by gusts of wind or dampness, they can be quickly and safely turned on or off, and they permit a wide choice in construction materials and design.

Materials

Lantern frames may be made from cardboard or heavy paper, boxes (shoe boxes, cottage cheese cartons, ice-cream cartons, cereal or salt boxes), oddly shaped cosmetic packages—such as those which contain bathsalts, bath powder, or cologne bottles—wood, reed, corrugated cardboard, coat-hanger wire, or chicken wire.

Transparent covering or inserts may be made of plastic material, colored tissue paper, gift wrapping paper, holiday card envelope lining paper, crayoned or oiled wrapping or construction paper, crepe paper, parchment, cellophane or silk or sheer cloth.

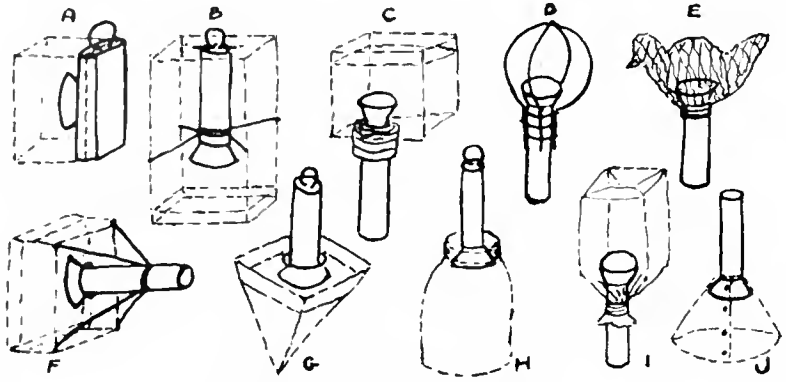
Other interesting lanterns may be made from large glass jars, tin cans, or paper bags.

In making flashlight lanterns:

1. Plan the lantern around the flashlight to be used with it.
2. The switch to turn the light on and off must be accessible—if it is inside the lantern, make a hinged panel, flap, or cut-out so it can be reached and operated easily.
3. The lantern frame should be securely attached to the flashlight.
4. For most lanterns plan the design on paper first, and then transfer the pattern to the container, cardboard, or paper which is to be used.
5. Carefully plan the areas to be cut out, as they are the only places that the light will shine through.
6. Use a sharp pocket knife, razor blade, or special carving knife to get a good clean-cut edge on cut out areas.

Attaching Lanterns to Flashlights

There are many different methods which can be used to attach the lan-



ATTACHING LANTERNS TO FLASHLIGHTS

A—Using a box-type flashlight, make a box frame of cardboard or heavy paper the same size, in length and width, as the flashlight. Attach this to the flashlight with adhesive or friction tape after the lantern design has been completed.

B—Cut a slit, large enough to slip the carrying ring of a flashlight through, in one end of a cardboard box or carton. After the lantern shade has been completed, insert the flashlight from the open bottom of it, pushing the ring out through the slit made in the top. Fasten the flashlight securely in place by attaching a wire from each side of the box to the body of the flashlight. Tape the bottom of the lantern in place. (Be sure to leave a flap or hole in the side of the lantern nearest the light switch to facilitate turning it off and on.)

C—Cut a round hole, the diameter of the body of the flashlight to be used, in the bottom of a box or carton. After lantern design has been completed, insert the flashlight through the box top opening until the body of the light extends on the outside of the lantern with the head remaining inside. Wrap several thicknesses of friction tape around the flashlight, just below the head, outside of the lantern, to hold it in place.

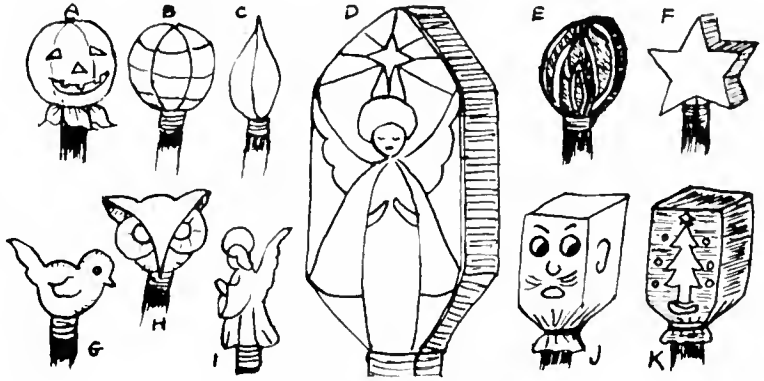
D—Form a frame for the lantern from coat hanger wire. Twist or wire the pieces together at the top and wire or tape the bottom ends securely to the flashlight just below the head.

E—Model a simple figure from fine-mesh chicken wire. Pull the wire ends together around the flashlight and fasten them in place with friction tape or wire.

F—Cut a round hole, for the flashlight, in the bottom of a box. Finish lantern design, insert flashlight with head inside the box. Attach wires from each corner of the box bottom to the flashlight handle. Tape box cover in place.

G—Fold cardboard into pyramid shape, or use one of the interestingly shaped cosmetic boxes. Cut a round hole in the cover. Cut out and finish design. Insert flashlight and tape cover in place.

H—Cut a round hole in the tin screwtop cover of a large mayonnaise or mason jar. Put flashlight through the hole, with the head inside, and screw the cover tightly into place.



TORCH-TYPE LANTERNS

of the bag around the body of the flash light and tape, wire, or tie it in place.

J—Keep a cone-shaped lantern, cut from a half-circle of cardboard or heavy paper, in place by fastening it together—around the head of the flashlight—with paper fasteners.

Torch-type lanterns (shown in illustration):

A—Cut two pieces of wire, shape them into circles. Cross and fasten them together at the top, and bend the bottom ends down for attaching to flashlight. Cover the frame with crepe paper and paste on features of heavy black paper.

B—Make lantern frame of three circles of wire. Fasten three horizontal wires around these to form a ball. Tape a piece of crepe paper of a different color in each section.

C—Make a frame of two pieces of wire shaped to resemble a flame, and cover it with crepe paper.

D—Cut two pieces of white paper (onionskin or similar weight) or plastic material for the front and back sections of the lantern, allowing a half-inch margin around the edges for pasting. Color the design. Shape two pieces of wire to fit around the front and back pieces. Cut a piece of paper (about four inches wide and as long as the wires). Bend and tape one side edge of the strip of paper to one wire, the other edge to the other wire. Paste the front and back sections to this frame.

E—Cut two ovals of cardboard for the front and back of lantern. Cut out the design and paste transparent colored paper in the cut out areas. Cut a strip of corrugated cardboard and, as in D, attach it to the front and back sections.

F—Cut two stars from colored construction paper. Cut ten pieces of cardboard, the length of one side of a star point and the width of the diameter of the flashlight head. Tape the ten pieces together to form a strip—end to end, lengthwise—and fold this strip at the joints to make a star frame. Tape one of the paper stars to each side of the frame.

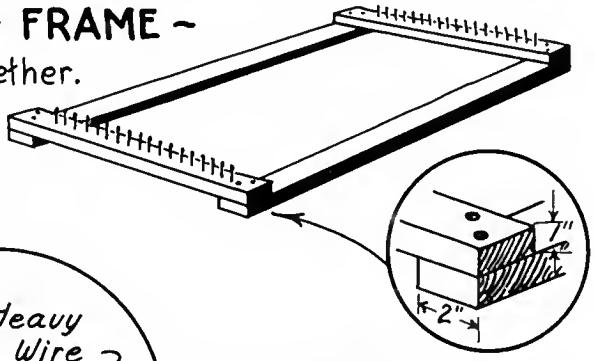
G-H-I—Model figures from chicken wire for the frames of these lan-

Weave a Twist-Braid Rug.

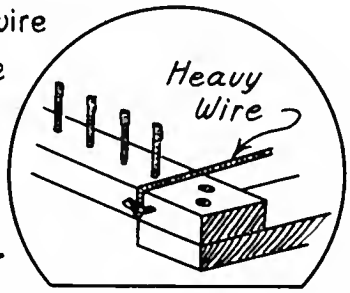
Materials needed –

Cloth, Denim, Wood, Wire, Nails, Hammer, Scissors, Needle, Thread.

TO BUILD THE WEAVING FRAME –



1. Nail four pieces of soft wood together.
2. Place 1½" finish nails ¾" apart in a row on each end of frame. Drive nails in about half way.
3. Fasten a tightly drawn wire from end to end of the frame on both ends of the row of nails.

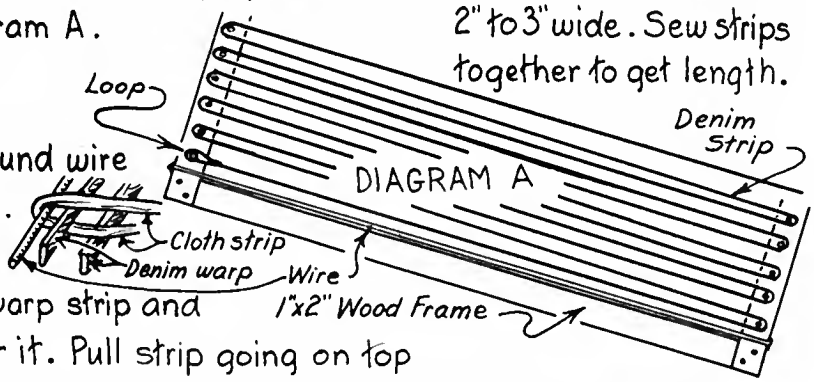


TO WARP LOOM –

1. Sew loop on end of denim strip.
2. Attach loop to outside nail and warp up loom as shown in Diagram A.

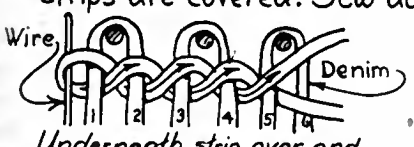
TO PREPARE CLOTH –

1. Tear cloth into strips 1" to 3" wide and about 36" long.
2. Tear denim into strips 2" to 3" wide. Sew strips together to get length.



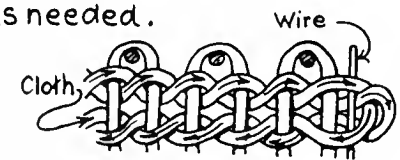
TO WEAVE –

1. Loop cloth strip around wire and first warp strip.
2. Take underneath end over second warp strip and top cloth end under it. Pull strip going on top towards the right and strip going under denim strip towards the left. Continue weaving cloth strips over and under denim strips until all denim strips are covered. Sew additional cloth strips on as needed.



Underneath strip over and to the right

NOTE: When weaving is finished tie the two cloth ends around outside denim strip in a square knot. Lift denim loops off nails.



Method of turning at end of the row.

Weave towards you – nail ends of frame on right and left sides – turn loom each row.

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People and Events

Youth Workshop

For the third year, the Oakland Recreation Department, along with the Alameda County Committee on Youth, sponsored a Youth Workshop at the local deFremery Recreation Center. The workshop was in the form of three Wednesday evening discussions and a weekend workshop. Discussions focused upon: *Health*—narcotics, social diseases and unwed mothers; *Community Life*—youths' community responsibilities and phases of their social, recreation and religious lives; *Parents*—better understanding *of* parents and *by* parents; *Education*—schools, counseling, curriculum; *Law Enforcement*—understanding police officers, their duties, and those of the juvenile detail; *Jobs*—preparation, opportunities and experience; and *Youth Themselves*—responsibility to self and to others.

Members of eight youth clubs handled registration, program planning, selection of adult speakers and discussion leaders, hospitality, conference findings, and general arrangements. Representatives from youth groups, civic clubs, councils, schools and PTA organizations took part in the forums.

A copy of the conference findings and conclusions is available to other recreation departments and may be secured by writing to Mrs. Alta Bunker, Oakland Recreation Department, Municipal Auditorium, 21 Twelfth Street, Oakland 7, California.

Coming Events

October 4-8—Public Personnel Administration Annual Conference, Los Angeles.

October 12-17—National Conference of State Parks will be held at Georgia Veterans Memorial State Park, Cordele, Georgia. Address Harlean James, Executive Secretary, 901 Union Trust Building, Washington 5, D. C.

October 19-23—The 41st National Safety Congress is to be held in Chicago.

October 24—Fourth Annual International Square Dance Festival will take place in Chicago.

November 2—11th Annual Governor's Conference on Recreation in Montpelier, Vermont.

Fall Meetings

October 14-16—Georgia Recreation Society at Radium Springs, Albany.

October 25-28—Alabama Recreation Society at Birmingham.

November 3-6—Illinois Recreation Association Annual Conference at Chicago.

Recent Appointments

Gladys Cohen, recreation assistant, Stuyvesant Town, New York, New York; *Joan Cummerton*, girls' worker, Smith Memorial Playgrounds, Philadelphia, Pennsylvania; *Mathew Dolan*, superintendent of recreation, Pelham, New York; *Robert H. Dombro*, program director, Nicetown Boys' and Girls' Club, Philadelphia, Pennsylvania; *Marcia Feinberg*, arts and crafts specialist, Army Service Clubs, First Army, Governor's Island, New York; *James F. Fearon*, superintendent of recreation, Swanton, Vermont; *William S. Fearn*, neighborhood center director, Green Bay, Wisconsin; *Kathleen Greenbaum*, assistant director, Army Service Club, Fort Banks, Massachusetts; *Barbara Holmberg*, senior recreation leader, Baltimore, Maryland; *Billy Johnson*, director of Negro recreation, Enfield, North Carolina; *Joseph R. Juliana*, superintendent of recreation, Ukiah, California; *Herbert W. Mack*, director of recreation therapies, Maryland State Mental Hospital, Baltimore, Maryland; *Mrs. Herbert W. Mack*, physchiatric social worker, Maryland State Mental Hospital, Baltimore, Maryland; *Warren Pfost*, director of recreation, Presbyterian Church, Johnstown, Pennsylvania; *Mary Polkosnik*, recreation worker, Thoracic Hospital, Brooklyn, New York; *Ruth Raynor*, headworker, Neighborhood House of the Women's Educational and Industrial Union, Auburn, New York; *Marianne Rice*, girls' worker, Brattleboro, Vermont; *Julia J. Root*, recreation program specialist, Yuma, Arizona; *Richard Salmon*, superintendent of recreation, Petersburg, Virginia; *Jack Sittman*, superintendent of recreation, Sunbury, Pennsylvania; *Mary E. Sullivan*, arts and crafts specialist, Army Service Clubs, First Army, Governor's Island, New York; *Ruth Sylvester*, superintendent of recreation, Auburn, Maine; *Gloria Toland*, assistant recreation director, Brattleboro Retreat, Brattleboro, Vermont; *Hanford B. Trent*, superintendent of recreation, Las Vegas, Nevada; *James R. Wagner*, community center director, Grosse Ile, Michigan; *Richard Walker*, assistant superintendent of recreation, Lafayette, Louisiana; and *Billy L. Woods*, superintendent of recreation, Independence, Kansas.

Retired

Raymond L. Quigley, superintendent of playgrounds and recreation in Fresno, California, retired in August after thirty-nine years of fruitful service.

Mr. Quigley was born in Princeton, Illinois, in 1885, and entered the University of Chicago in 1905, where he worked his way through as playground director of Russel Square and Bessmer Park in South Chicago. In 1914, he became superintendent of playgrounds and recreation in Fresno and immediately took the lead in establishing the first softball league in the United States. He was among the first to institute special activities and international festivals as regular playground features.

These accomplishments and many others have earned for Raymond Quigley the affectionate title, "Mr. Playground of Fresno," bestowed by the city's grateful citizens.

John R. Batchelor

It is with deep regret that we write of the passing of John R. Batchelor, General Superintendent, Coachella Valley Recreation, Park and Parkway District, California. Born in Scotland, educated in New York, Mr. Batchelor gave many years to service in the recreation movement and was a field representative for the National Recreation Association for twenty years. His many fine contributions to recreation will be long remembered.

CHANGE OF ADDRESS

If you are planning to move, notify us at least thirty days before the date of the issue with which it is to take effect, if possible, in order to receive your magazines without interruption. Send both your old and new addresses by letter, card or post office form 22S to:

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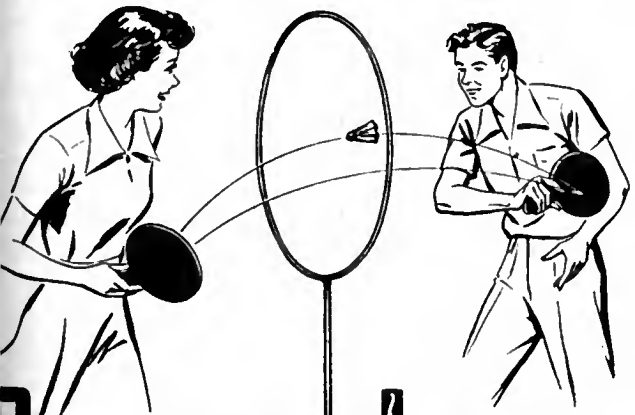

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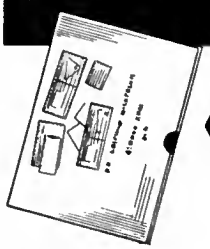

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Planning Elementary School Buildings

George D. Butler

THE RECENTLY published book, *Planning Elementary School Buildings,** deals with a subject of interest to every American citizen. This is true because of the importance of our children's education and because every residential neighborhood has or should have its elementary school. This volume, profusely illustrated with some two hundred and fifty photographs of schools in action as well as with valuable tables, charts and diagrams, deserves careful study by architects, builders, school officials and parents of young children. We are describing, herewith, some of its features because they have special significance and interest for recreation authorities and professional and lay leaders in the field of community recreation.

The authors, who are widely known as consultants with long experience in the field of education, have sought to help their readers visualize the elementary schools that should be serving our communities. They refer to a new and distinctly American type of school. "Children find this school a happy place in which to be and to grow. Parents enjoy working in it and studying the problems of growing children."

These characteristics of the modern elementary school are pointed up throughout the volume. The photographs of modern schools in action show children and teachers doing things together and adults making use of the school facilities. The significance of play-centered activities in the elementary school program is given in the comments accompanying many of the pictures. For example:

To a cynic, a rhythm band is noise. To children, it is an early stage in the steady progression to skill in music, appreciation of great symphonies, and enrichment of living.

When the music plays, feet start to fly.

Playing house in the home corner involves a real breakfast.

Children love to use water. A well-equipped classroom must have ready access to water. Here, with the aid of a good teacher, from play may develop interest and study of canals, tug boats, and so forth.

Tools and wood combine in inexpert hands to become a major enterprise.

The school goes outdoors frequently. The science of gardening and the concept of growth are learned in the field.

Hamsters are standard equipment in classrooms.

When it's time to go home, children have had a full and happy day.

* * * *

The section entitled "Classrooms" describes typical activities in modern education including, among others, growing plants, cooking, playing house, using records, art, hobbies, music, dancing, sewing, making models, caring for animals and fish, collecting, and puppetry. Re-creating community enterprises and long-term projects involving the preceding activities are also described. For each area of interest the authors present a list of typical activities and facilities needed for conducting it successfully. Many of these suggestions are just as useful for the playground or club leader as for the teacher. Elsewhere are described, with appropriate drawings and photographs, the essential facilities for conducting activities in the classroom. Among these types are facilities for the library, for dramatics, for arts and crafts, for music and the handworking area, as well as service features. Specialized educational spaces include the school library, the assembly and community room, the playroom and the multi-purpose room, all of which could serve recreational as well as educational uses. Specific suggestions for the location, design, equipment and uses of these rooms have great value for recreation leaders. The section on "Out-of-Door Educational Areas and Site Planning" contains a brief, carefully selected presentation of recognized principles underlying the design and development of outdoor play areas.

In presenting the concept that the school site should be developed for all phases of the school program, the authors believe that no sharp line should be drawn between educational and play activities. They also recognize that the school plant should be designed for community use. "Many schools are opening their grounds for recreational and play purposes. Supervised recreation after school hours, in the evening and during school vacations will steadily increase. The strength of such programs, where organized, suggests that the trend toward year-round and twelve-hour to fourteen-hour-a-day use is advanced and will become reasonably widespread."

The problem of use of school properties by municipal agencies for community recreation programs is also discussed and the advantages of such use are pointed out. The authors recognize the administrative problems presented by joint operation, but conclude that "Where there is a will toward cooperation on the part of both school and recreational agency, the plan works. Where the facilities have been planned to reduce the conflicts that might arise, a major step to achieve cooperative action has been taken."

To facilitate cooperative use with municipal agencies the authors offer the following suggestions: "Planning for joint use will include proper and separate storage for equipment and supplies, common planning to meet program

* By N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett. F. W. Dodge Corporation, New York. Price $12.50.

MR. BUTLER *is director of research for the National Recreation Association.*

eds, provision of toilet facilities so at the school building need not be pened, and selection of equipment and ishes to withstand the exceptional nount of wear. The other administrave problems can be handled with more iance of success if the building and rounds have been planned well for int use."

In the section, "Community Use of hool Buildings," it is stated that there no section of the country in which the mmunity-school idea could not be adnced. "The school belongs to the peoe. It cannot be an institution isolated om the community and utilized only r the daily sessions of elementary boys id girls, but should be available for ider use during the school week and r extensive use during the vacation eriods. Every school should open its oors after the elementary school day as ended and keep them open to serve her community needs that find exression."

The importance of planning school uildings to serve wider uses is stressed the volume, which is filled with pracal suggestions for accomplishing this id. Of special significance for recreaon authorities is the recognition of the importance of cooperative planning of areas and facilities intended for recreation use by both school and community groups. The authors state, "Frequently, the greatest advantages can be secured if school sites are selected adjacent to sites intended for park or recreation purposes. The planning of the playground and out-of-door activities can then be done jointly, and the arrangement for use and administration of the facilities can be worked out between the agencies concerned.

"School playgrounds assigned during the school day to the regularized educational program ought to be available for use after school hours, on weekends, and during vacation periods, for general community use. The playgrounds of the recreation commission or the park department should likewise be open to school use during the daytime and continue to serve its additional clientele on other occasions.

"Joint planning and joint use of playgrounds (as well as such other facilities as toilet and dressing rooms, instructors' quarters and indoor play areas) will contribute much to community satisfactions and certainly reduce capital outlay costs in the long-range plan."

Other sections of special interest and value to recreation workers deal with facilities for children's organizations, storage spaces, sanitary and communication facilities, space for group-activity rooms and construction materials. Much of this information is as applicable to recreation buildings as to schools and is particularly useful in relation to recreation rooms used by children of elementary school age. The section, "Surveys and Site Selection," describes procedures for conducting a community survey, appraising existing properties, developing a long-range building program and selecting sites.

Planning Elementary School Buildings deserves a place in every recreation and park department library because of its fund of information of direct and practical value. Of equal importance, it can be used to advantage in enlisting or extending the cooperation of school officials in the use of school properties for community recreation, for they will readily acknowledge the experience of the authors and the validity of their views. Recreation authorities would do well to make sure that local school officials are familiar with this excellent volume.

UNICEF Greeting Cards . . .

A dramatic and unusual series of holiday greeting cards will be offered by UNICEF (the United Nations International Children's Emergency Fund) this coming season. The Women's Committee to Support the United Nations (WUUN) will again be engaged with UNICEF in the promotion of sales. Last year over a million cards were sold for the benefit of this United Nations organization in a joint undertaking, and plans call for a much greater turnover in 1953.

With its appeal based on the "universality of children," the theme of the new UNICEF cards will be "Games Around the World." A box of ten cards, two each of the five designs, will sell for one dollar.

The cards have been executed by the famous English team of Jan Lewitt and George Him, who were asked to contribute them to the Children's Fund because of their great artistic prowess and their ability to express the movement and great energy of children.

The 1953 official United Nations card, a flaming torch in brilliant blue and yellow, has been contributed to the Children's Fund by world-renowned Henri Matisse. The great master has symbolized the United Nations ideal in the structure of the flame—yellow for the fire which purifies and illumines, deep blue for the core which stands for steadfastness and sincerity.

A brochure illustrating the designs and containing an order blank for the cards is ready. Write to the UNICEF Greeting Card Fund, United Nations, N. Y., to be placed on the mailing list.

UNICEF Halloween Project

This is the third year of this project, which has grown by leaps and bounds since it was started by church groups in 1951. It represents the good-will of countless children and parents for the less fortunate youngsters of the world. Complete project kits are available for one dollar from Trick or Treats, U. S. Committee for UNICEF, United Nations ICEF, New York, New York.

Personalities I Have Met

William G. Vinal

Stanton H. King

He thought a sailor's life was the only life worth living.

One of twenty-nine children, Stanton King was born in about 1868, in the Barbados. When twelve years old he left home and went to sea. His mother asked the captain to make the voyage as disagreeable as possible, hoping that the boy would have enough of a sailor's life. Stanton slept on the spare mainsail and underwent the misery of seasickness. In a wind squall he had to climb to the topmast rigging. He made three trips from Bermuda to New York as a cabin boy. He washed dishes, was taken on as a cook's helper, and was not fourteen when he was made cook. As a stowaway he tramped the New York streets like a homeless dog. He knew what it meant to be court-martialed to the "brig" for thirty days on bread and water and the loss of a month's pay. But instead of becoming sick of the sea he learned to master it.

One Sunday afternoon aboard, then "bo's'n's mate," he heard the hymns of his youth, and thereupon decided to be what his mother would have him be. This story is told in *Dog-Watches at Sea*. The author is Stanton H. King.

When I first met Mr. King he was superintendent of Sailors' Haven, Charlestown, Massachusetts. Each summer he would literally pick up twenty-five waifs from the streets of Charlestown and spend eight full days with them in a sail loft in Provincetown, on the tip of Cape Cod. This one room was dormitory, galley, and game room. They hung hammocks at night. In King's own language, they had to flatten down the sheets and keep her close hauled. Each summer, when the wind was a bit abaft the beam, Stanton King and Dan Harvey would bring the whole crew to spend the day at Camp Chequesset, a nautical camp for girls. This was one of the big events of the summer.

The girl campers were from the other end of the financial scale. First, they guided the boys about the camp and to their cabins in the pitch pines. "Gee, everybody has a bed to himself," was the usual remark. Fruit was brought out, and to the delight of the girls, the boys stored it in their blouses. That was what they always had done when they grabbed fruit from a push cart. There was a baseball game; then can the big cookout on the beach.

Perhaps the event that lingers lon est in memory was the singing of s chanteys. Mr. King was Uncle Sam chanteyman in World War I. I ca still hear "Down to Rio," and "O King Cole." With Mr. King's deep voi rolling out over the sea, the pipin voices of the boys, the harmony of th girls—even the camp grandmothe joined in—there was never a more e thusiastic songfest. After the sea hau ing songs, and maybe a Harry Laud song by Dan Harvey, the audience s spellbound around a driftwood fire t hear the tales of adventure and of li on an old sailing vessel. If I had ha any wonderment as to how a man i his sixties dared to take sixty-five "har cases" to a sail loft single-handed, m doubts were put to flight. It took a understanding person, who had spe part of his life in sailing ships, in th merchant marine, and later in the "O Navy," to "tar down the rigging" an bring a motley but obedient cre aboard.

King could do it, and the boys wo shipped him for what he was. If b chance one of King's boys should rea this and get a quick pulsation of h heart, I trust that he will stand by th mainmast long enough to say "pip down" and give a long shrill whist for the old boatswain's mate. He ce tainly would have had no "mournin at the bar" when he put out to sea.

"Cap'n Bill," *author of* Outdoor Schoolroom for Outdoor Living, *is Professor Emeritus, University of Massachusetts. He is responsible for many other writings, and his sketch of Father Link appeared in* Recreation, *May 1953. Nature topics are his specialty.*

Listening and Viewing

Community Recreation on TV

Television shows dealing with community recreation have been produced r the Ford Fund for Adult Edueation WOI-TV in Ames, Iowa.

The first of these dealt with the recation problems of the small commuty of Toledo, Iowa, and was a part of series of programs called *The Whole own's Talking.* In this series, burning cal issues and problems were disssed by citizens in an effort to find a mocratic solution. The value of full, ee discussion of all sides of a question is pointed up. The underlying issue Toledo was whether an organized or organized approach should be taken recreation in that town.

Another Iowa town was slated for dission of recreation in the series. In is case the question was apathy vs. tion in meeting recreation needs. As result of the preliminary town-meetg and subsequent activity in prepation for the program, a recreation uncil was formed, definite steps were ken to provide a program and the athy was eliminated—so the TV show is cancelled.

Following this start, in the spring of 52, it was decided to produce four cumentary programs on recreation e following winter. These half-hour ograms were carefully planned and epared with the help of professional creation persons and were filmed.

The first film is a definition of recrean: what it is for, what it is. The secd shows the scope of recreation—the riety of activities for everybody. It picts the way recreation serves the ople of Iowa and emphasises what eds to be done. The third takes the all community of Ruthven as an exple of how the people can organize, ise the money and provide a good proam for all citizens. In this film, the embers of the Ruthven Recreation uncil are the spokesmen, and they scribe in detail what they have done d how it was accomplished. The final m is a discussion of a proposed state creation service, by a proponent and opponent. They discuss a bill which d been introduced in the legislature provide consultation and service to mmunities.

The four films have been made availle to interested groups for the cost of ailing, and may be obtained by writg to Merritt C. Ludwig, WOI-TV, nes, Iowa. They were shown at the idwest Recreation Conference in naha last April.

New Idea in Recordings

Four new titles of the interesting series of dramatic recordings, aptly called ENRICHMENT RECORDS, are now ready: *Explorations of Pere Marquette,* adapted from the story by Jim Kjelgaard; *Lewis and Clarke Expedition,* adapted from the book by Richard L. Neuberger; *Monitor and the Merrimac,* adapted from the book by Fletcher Pratt; and *Lee and Grant at Appomattox,* adapted from the book by MacKinlay Kantor. The stories of these thrilling events in history are dramatized with a full cast of professional theatre and radio actors—not just narrated.

Parents and educators have enthusiastically endorsed this series: thousands of youngsters have given their approval by asking for additional titles. The records are advertised for young people, ages nine to fourteen, but we suggest that they can be enjoyed by all who are young-in-heart. Use them during Book Week, November 15-21, for they will stimulate a desire to read about these periods in history; use them to set the atmosphere for historical pageants of the period; try them out with your golden-agers; add them to your center library. Prices are: 78 RPM (standard) speed, $2.95 each; 33 1/3 RPM (long playing) speed, $3.95 each. Write to Martha Huddelston, Director, Enrichment Records, Inc., 246 Fifth Avenue, New York 1, N. Y., for complete list.

Films

• *Discussion* — The American Film Forum is releasing a series of nine monthly discussion films on public affairs, to schools, colleges, churches, Y's, public libraries, clubs, community centers, and so on, on a subscription plan. The Forum's objective is to stimulate the discussion of public events on the local level, with the films acting as the springboard for such discussion. Write the American Film Forum, Incorporated, 516 Fifth Avenue, New York City.

1953 Audio Fair

More than 20,000 music lovers, audiophiles, and sound engineers will pour into Manhattan's Hotel New Yorker, October 14, 15, 16 and 17, to make the 1953 Audio Fair the greatest public exhibit in audio Hi-Fi history. In keeping with the policy established with the first Audio Fair five years ago, the 1953 event will be open to all interested parties, professional and amateur, free of charge.

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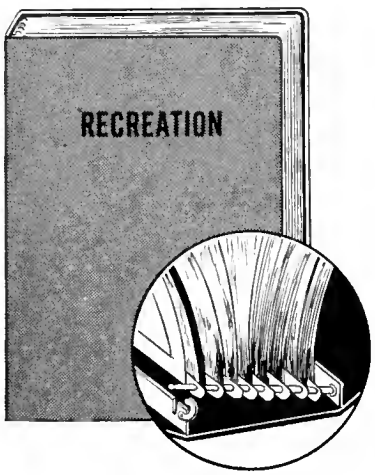

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On the Campus

Student Aid

A bulletin, *Student Aid for College Recreation Majors*, carries up-to-date information on scholarships, fellowships and assistantships for students, in recreation curriculums, 1953-54. This is available from the National Recreation Association as a free service to Active Associate Members; while service-charge to non-members is fifty cents. Write Personnel Service, NRA.

News Notes

● Fay S. Mathewson of Plainfield, New Jersey, and Ernest M. Ford of Yonkers, New York, have been awarded the 1953 Tarbell Medallion Award—the highest honor bestowed upon an alumnus by Springfield College, Springfield, Massachusetts, "in recognition of meritorius service to Alma Mater." Mr. Ford, a YMCA executive secretary, is currently serving as vice-chairman of the Council on YMCA-Springfield College Relationships; while Mr. Mathewson, Union County, New Jersey, recreation director, who has been president of the American Recreation Society, is class alumni fund representative.

● Co-ordinator of the recreation curriculum at the University of Wisconsin, H. C. Hutchins, says: "The recreation curriculum of the University of Wisconsin is graduating thirty seniors in 1953: five in February, twenty in June and five in August. Of this number the armed forces have claimed five, marriage has taken seven others out of circulation, and three have chosen non-recreation occupations, leaving half the current crop of graduates in or about to enter the profession."

● George K. Makechnie, dean of Boston University's Sargent College of Physical Education, recently delivered an address at Oxford University on the subject of school camping. Mr. Makechnie directs a year-round program of school camping for the school children of greater Boston. The occasion of his talk was the first of three major physical education conferences which were held in Europe this summer.

● Jackson J. Perry, executive director of the Leominster (Massachusetts) recreation center, has been named assistant professor of recreation at the University of Massachusetts for this year.

New Grants

The Ford Foundation has mad grants totalling $249,500 to five leadin American universities, to enable then to undertake self-surveys of their train ing and research programs for the sci entific study of human behavior. A grant of $49,500 was made to Stanfor University and $50,000 each to the Uni versity of Chicago, Harvard University the University of Michigan, and th University of North Carolina. Thes are for the academic year 1953-54.

New Graduate Course at N.Y.U.

One of the newer developments i recreation is the program conducted b hospitals to care for the recreation need of people confined to these institution for long or short terms. The medica profession recognizes the importan therapeutic value of good morale and sense of well-being. In answer to in sistent demands for people with specia training for work in hospital recreatior the School of Education, of New Yor University, has developed a new cu riculum to provide this type of per sonnel.

Their program offers courses in th physical, emotional and social problem of atypical people, and includes course in principles of group work, principle of recreation, philosophy of recreatior techniques for conducting recreation ac tivities in hospitals, leadership tech niques for hospital recreation and fiel work experience in hospital recreatior For further information, write to Mis Edith Ball, Department of Physica Education, Health and Recreatior School of Education, New York Un versity, Washington Square, New Yor 3, New York.

Students! Instructors!

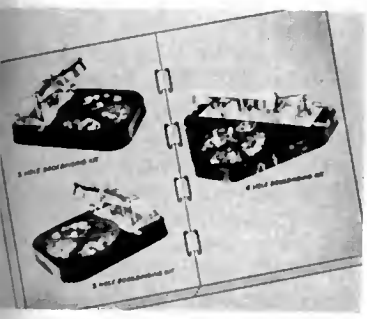
Information and news items for thi department of the magazine are slow i coming in. Are you interested in seein it continue, and would you like it to b lively and interesting? Enough to mak your own contribution to it?

Recreation majors, why don't you ap point a Recreation Reporter to repre sent your college department, class, a sociation or group? These columns i the magazine belong to you if you wa them. Have you no projects in-th works that others would be intereste in knowing about?

MARKET NEWS

Plastic Bookbinding Kits

Tauber Plastics, Inc., 200 Hudson eet, New York 13, has created new, xpensive loose-leaf bookbinding kits ich should appeal to those who are erested in preparing attractive re- ts and albums. The kits, containing ier a two-, three-, or four-hole punch.



plastic binding tubes, are now avail- e at some stationery, photography, hobby supply stores; or write to manufacturer.

New Marker

new line marker, the Ryan ACE, visual four-wheel line marker, with fty-pound capacity, making a stan- d two-inch line. It is equipped with patented rotor agitator to make the dling of lumpy or damp material as y as the handling of fine dust. For strated information write to the H. . Manufacturing Company, Depart- it R, 3463 Motor Avenue, Los An- s 34, California.

Moody Awards

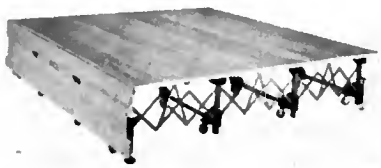
Twelve-hundred awards for accom- hment, given out at the Scout-o- na held in Los Angeles early in the mer, were supplied by W. R. Moody, North Mariposa, Burbank, Cali- ia. The Moody company invites eation directors to write for a *free ple* of an award. (Use your own erhead; and please mention RECRE- ON magazine.) They will be happy nswer your request promptly.

ird Dimensional Story Scenes

lere's a new way of showing the chil- dren the good old-fashioned fairy tales and nursery stories, in realistic third dimension, through an adjustable plastic viewer that makes the characters in the stories almost life-like. This set, including a series of seven beautiful scenes showing the story of Christmas, "Cinderella," "Goldilocks and the Three Bears," "Mother Goose Tales," and other favorites, plus the all-plastic adjustable viewer, is only $1.00 postpaid. Viewscope Company, 6612 Sunset Boulevard. Hollywood 28, California.

Folding Stage

Almost any room can be quickly transformed into a theatre or auditorium with little effort through the use of the new, portable, Horn Folding Stage.



You simply roll this portable unit into positon, secure it in place with a few quick turns of the floor stops and it's ready for use. When finished with it, release the floor stops, fold the stage and roll it smoothly out of the way. Write Brunswick-Balke-Collender Company, 623 South Wabash Avenue, Chicago, Illinois.

Decals

To help remind people to turn off lights, when they are not needed, is the sole purpose of some neat little decal transfers (1 by 2½ inches) stating "Don't waste lights." They're produced by the Meyercord Company, 5323 West Lake Street, Chicago 44. Write to them for information.

Star Explorer

Dr. Hugh S. Rice of the Hayden Planetarium has announced that the planetarium is releasing for general sale its well-known Star Explorer, designed by Dr. Rice for the special use of the Junior Astronomy Club of New York, an organization sponsored by the Planetarium.

The Star Explorer is an ingenious little device with which the stars may be accurately located and identified at any hour of the night, on any night of the year.

Copies may be obtained for $.50 each by writing to The Junior Astronomy Club, Hayden Planetarium, Central Park West, New York City.

TIPS FROM OUR READERS

Zelball

We introduced the game of Zelball on our playgrounds in Danville, Virginia. It quickly became the most popular game. We sponsored tournaments on each playground and had more participants than in any other single tournament. We bought equipment from the Zelball Company, Mount Holly, New Jersey, for one playground. Then we made our own equipment for the other playgrounds except for the Zelballs and cords, which we purchased from the company. The equipment we made consisted of two pieces of pipe, one fitting down into the other, and the paddles, which were cut out of a solid piece of wood. This game is a winner for all age groups.—ANNE HAMILTON, *Supervisor of Playgrounds, Recreation Department, Danville, Virginia.*

Books Received

COKESBURY DINNER AND BANQUET BOOK, THE, Clyde Merrill Maguire. Abingdon-Cokesbury, Nashville 2. Pp. 153. $1.95.

CREATIVE HOBBIES, Harry Zarchy. Alfred A. Knopf, Inc., 501 Madison Ave., New York 22. Pp. 299. $3.50.

DECORATING FOR JOYFUL OCCASIONS, Marjorie W. Young. Grosset and Dunlap. New York 10. Pp. 120. $1.50.

FUN FOR YOUNG COLLECTORS, Joseph Leeming. J. P. Lippincott Co., East Washington Square, Philadelphia. Pp. 88. $2.85.

FUN ON WHEELS, Annie Blaine. Hart Publishing Co., Inc., New York 16. Pp. 160. Paper $1.00.

GOLDEN PLAY BOOKS: THE GOLDEN BOOK OF AIRPLANES, Paul Jensen. Pp. 88. FLAG STAMPS OF THE WORLD, Hilda Marx and Gertrude Herman. Pp. 48. DOLLS AND TOYS, Kathryn Jackson. Pp. 88. PICTURE STAMPS FOR THE VERY YOUNG, Kathryn Jackson. Pp. 48. Simon and Schuster, Inc., New York 20. $.50 each.

HANDBOOK OF SKITS AND STUNTS, THE, Helen and Larry Eisenberg. Association Press, New York 7. Pp. 254. $2.95.

HELPING OLDER PEOPLE ENJOY LIFE, James H. Woods. Harper and Brothers, New York 16. Pp. 139. $2.50.

HORSE BOOK, THE, John Rendel. Sterling Publishing Co., New York 10. Pp. 143. $2.95.

MATHEMATICAL RECREATIONS, Maurice Kraitchik. Dover Publications, New York 19. Pp. 330. Paper $1.60, Cloth $3.00.

101 BEST PARTY GAMES FOR ADULTS, Lillian and Godfrey Frankel. Sterling Publishing Co., New York 10. Pp. 128. $2.00.

POPULAR GUIDE TO GOVERNMENT PUBLICATIONS, A. W. Philip Leidy. Columbia University Press, New York 27. Pp. 296. $3.00.

PROBLEMS IN HEALTH, PHYSICAL AND RECREATION EDUCATION, Leonard A. Larson, Morey R. Fields and Milton A. Gabrielsen. Prentice-Hall, Inc., New York 11. Pp. 340. $7.35.

PSYCHOANALYSIS AND SOCIAL WORK, Edited by Marcel Heiman. International Universities Press, 227 West 13 St., New York 11. Pp. 346. $5.00.

SOCIETY—DEMOCRACY—AND THE GROUP, Alan F. Klein. The Woman's Press, 425 Fourth Ave., New York 16. Pp. 341. $4.00.

TEEN TALK, Marion Glendining. Alfred A. Knopf, Inc., New York 22. Pp. 146. $2.50.

12 LESSONS TO BETTER GOLF, Jim Turnesa. Prentice-Hall, Inc., New York 11. Pp. 180. $3.95.

WILD FLOWER STUDIES, Bessie D. Inglis. Studio Crowell, New York 16. Pp. 150. $5.50.

YOUR OPPORTUNITY. Theodore S. Jones, P. O. Box 41, Milton 87, Mass. Pp. 222. Paper $3.95, Cloth $4.95.

Pamphlets

ADD LIFE TO THEIR YEARS, Catherine Lee Wahlstrom. National Council of Churches, 120 East 23rd Street, New York 10. Pp. 75. $1.00.

BETTER POPULATION FORECASTING FOR AREAS AND COMMUNITIES, Van Beuren Stanberry. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C. Pp. 80. $.25.

THE CHEERLEADER'S HANDBOOK, National Sports Equipment Co., Fond Du Lac, Wis. Pp. 41. $.25.

DEVELOPING RESPONSIBILITY IN CHILDREN, Constance Foster. Science Research Associates, 57 West Grand Avenue, Chicago 10. Pp. 48. $.40.

FACTS ABOUT YMCA YOUTH PROGRAM. Association Press, New York 7. Pp. 29. $.50.

FLORIDA'S OLDER POPULATION, T. Stanton Dietrich. Florida State Improvement Commission, Tallahassee. Pp. 42.

JOURNAL OF RESEARCH IN MUSIC EDUCATION. Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. Pp. 80. $2.00. Vol. I, No. 1 of a new periodical.

LET'S WORK TOGETHER IN COMMUNITY SERVICE, Eloise Walton. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. $.25.

MAKE YOUR PENNIES COUNT, Mildred Hark and Noel McQueen. Science Research Associates. Chicago 10. Pp. 40. $.40.

REACHING THE UNREACHED. New York City Youth Board, 500 Park Avenue, New York 22. Pp. 151. $1.00.

RETIRED POPULATION OF ST. PETERSBURG—ITS CHARACTERISTICS AND SOCIAL SITUATION, THE, Irving L. Webber. Retirement Research Division, Florida State Improvement Commission, Tallahassee. Pp. 149. $1.00.

WHAT YOU SHOULD KNOW ABOUT PARENTHOOD, Ralph G. Eckhert. Science Research Associates, Chicago 10. 40. $.40.

Magazines

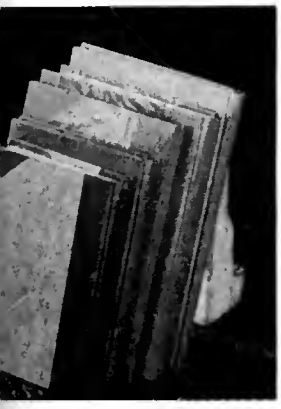
BEACH AND POOL, *May 1953*
Planning Your Municipal Pool.
The Patton Community Center Po
William E. Bachman.
Design Portfolio. X: Joints.
Boise's Swimming Pool Story, He
Peterson.
June 1953
Planning Your Municipal Pool.
Design Portfolio. XI: Wading Po
Recreation Swimming Activities.
July 1953
Modern Pool Overflow Design,
Sanders.
A Guide to Basic Pool Constructi
Features, Chauncey A. Hyatt.
Choosing the Proper Paint for Yo
Swimming Pool, Dr. Philip G
don.
No-Slip Safety, A. L. Gilstad.
Design Portfolio. XIII: Walk Are

CALIFORNIA PARENT-TEACHER,
June 1953
Take the Family, William Frederi
son, Jr.

CAMPING MAGAZINE, *May 1953*
What Makes Good Camp Staff M
rale? Richard J. Yawger.
Let's Make Something, Bettye Br
ser.
Use Your Camper Evaluations, Wi
Vickers.
Safe Canoe Programs, Ann Elizab
Weber.
Emphasize Fun in Camp Dramati
Betty Harlor.
June 1953
Summer Activities Issue.

CHILD STUDY, *Summer 1953*
Your Children and Music, Hugh
McElheny.

PARKS AND RECREATION, *May 1953*
What Is a Good Public Park? E
ward Anthony Connell.
Health and Safety in Camps, Reyn
E. Carlson.
Safety Important Factor in Pl
ground Design, Frederick C. Se
June 1953
Parks by the Mile, Jerome M. Fisch
"Outing-Service" Is Becoming M
Popular.
Inexpensive Nature Materials O
Many Uses in Craft, Dorothy
Matala.
Suggested Business Procedures
Swimming Pool Operations, C.
L. Nicholls.
Planning Family Picnic Areas, W
liam Penn Mott, Jr.



new Publications

Covering the Leisure-time Field

The Cultivation of Community Leaders

illiam W. Biddle. Harper & Broth- New York 16. Pp. 203. $3.00.

veloping leaders for volunteer nunity activities is basic to the tenance and continuance of the ocratic way of life. This book sug- practical ways for solving this lem. It gives clear and concise in- ation, not only on the *why*, but also e *how* to deal with it.

ere is a simple guide for citizens leaders engaged in community ac- es. Also, it will aid teachers and ssors in developing their courses real community problems in mind. t could be more timely for the ier than the application of class theory and principles to real life? ie teacher could hardly find a ter educational opportunity than preparation of students for leader- through participation in the on- g activities of communities. The gth of individual and collective rship on the campus or in the com- ity will not be known until it is loped and tested. This book deals leadership at the grass roots and es it on the community.—*W. C. erland*, Personnel Service, National eation Association.

e Municipal Year Book, 1953

arence E. Ridley and Orin F. Nolt- Editors. International City Manag- Association, 1313 East 60th Street, ago. Pp. 602. $10.00.

ie *Municipal Year Book*, for 1953, previous editions, is an authorita- resume of activities and statistical of American cities. The purpose of annual book, now in its twentieth , is to provide municipal officials information on the current prob- of cities throughout the country, facts and statistics on individual activities, and with analyses of ds by population groups. Of special rest in the 1953 volume is a section led "Economic Classification of s and Metropolitan Areas."

Recreation authorities will read with special interest the section dealing with park and recreation developments in 1952, prepared by George D. Butler of the National Recreation Association, and a comparable chapter on city planning developments. The table reporting payrolls for selected city jobs, including park executive and recreation director, affords data that will interest recreation authorities, but will cause little elation. The directories of city officials contain valuable reference sources, and the bibliographies throughout the chapters summarize new and standard literature on various municipal subjects.

Philosophy of Recreation and Leisure

J. B. Nash. C. V. Mosby Company, St. Louis 3. Pp. 222. $3.50.

Here is an up to the minute analysis of leisure and recreation as they relate to today's increased away-from-the-job living. Vivid and meaningful word-illustrations throughout the book, tied with a philosophical approach, make it very readable and provide the reader with sound basic concepts of the *why*, *what* and *how* of the constructive use of our leisure hours.

The process of planning for this book has taken twenty years and Dr. Nash discusses in his introduction a study he has made of one thousand adults. His purpose was to determine at what age people learn the skills which, as adults, they use in recreation. He discovered that the skills acquired by 60 per cent were learned before the age of ten, 70 per cent before the age of twelve and over 85 per cent before the age of twenty. These significant findings indicate that youth is the best time in which to learn skills. However, the author hastens to point out that this does not indicate that individuals over twenty-one cannot do so.

Other chapters of particular interest and which add special importance to this book include: "The Activity Drive, Play-Work-Leisure"; "Man the Spectator"; "Man the Creator"; "Abuse of

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Rest"; and "Retire and Live."

In fact, the many valuable ideas and concepts throughout its 222 pages should provide helpful reference for anyone in the health, physical education and recreation field who is engaged in and/or interpreting the role of leisure and recreation in today's community.—*John J. Collier,* District Representative, National Recreation Association.

Creative and Mental Growth
(Revised Edition)

Viktor Lowenfeld. The Macmillan Company, New York 11. Pp. 408. $5.00.

This book is *not* for those leaders who want to be "spoon-fed" with easy how-to-do-its. For those departments and leaders who realize the importance of art in the physical, mental and emotional development of children, however, and who want to understand better how to develop and interpret it, this book is a *must.* It is serious and thorough, and requires careful reading and thought. The reader will be richly rewarded by the new insight methods, and values he will gain.

Those working with the handicapped —physical or mental—will find Chapter VIII particularly helpful.

Recreation leaders, whether responsible for arts and crafts programs or not, should read Chapter I in order to get a better understanding of what art work means to a child, and its importance to healthy personality development. This chapter would be a fine subject for staff discussion.—*Virginia Musselman,* Program Service, National Recreation Association.

Baseball Schools and Clinics

The American Baseball Congress, P. O. Box 44, Battle Creek, Michigan, and Little-Bigger League, 524½ Hamilton Avenue, Trenton 9, New Jersey. Pp. 32. $.50.

For those recreation leaders who have been writing to us, in increasing numbers, for information as to how to start a baseball clinic, we call attention to this new pamphlet on the subject which came out early in the summer. Published as a handbook for both managers and players, it covers organization of classes, lessons to be used in training and building up your club, and includes sections on batting, base-running, pitching, catching, infielding, outfielding, and maxims of baseball.

Teen Theater

Edwin and Nathalie Gross. Whittlesey House, McGraw-Hill Book Company, New York 36. Pp. 245. $3.25.

Teen Theater rates high on our recomended list of guide books for amateur and semi-professional play production.

If you've been thinking about *starting* a production group, or if you have a group and feel that it needs a few kinks rolled out of it, you would do well to tuck a copy of *Teen Theater* under your arm for quick reference.

The book not only covers every aspect of a production, such as organization, directing, acting, scenery, props, costumes, make-up, lighting, special effects, publicity, programs and house management, but also includes six non-royalty one-act plays. These plays, all comedies in present day settings, are particularly suitable for the teen-age group, but don't let that scare other groups away from *Teen Theater.* If you are a leader in the long established "drama society" of your town, or in an adult club that wants to put on a play, or in a church, a grange, or the community recreation center—just pick your play and use Edwin and Nathalie Gross's *Teen Theater* production plans! Easy to read! Clear! Tips to save you time! Told in a way that will make you want to start "Casting Today!"—*Jean Wolcott,* Assistant, Program Service, National Recreation Association.

How To Make Mobiles

John Lynch. Studio Crowell, 432 Fourth Avenue, New York 16. Pp. 96. $3.00.

Here it is! At last! A book on making mobiles, those fascinating modern objects that swing and sway from the ceiling. Here's a new craft for adults; a new craft for children—because mobiles can be made of paper, tin, copper, glass, and be simple or elaborate, depending on the skill of the person. They're fascinating to watch—and to make!

This book is written clearly, simply, and illustrated by beautiful photographs of the author's own mobiles. Order it—and get a group started! It'll be the most popular craft in your program.

500 Live Ideas for the Grade Teacher

Betty Lois Eckgren and Vivian Fishel. Row, Peterson and Company, Evanston, Illinois. Pp. 320. $2.00.

We heard about this book from one of our National Recreation Association training specialists who saw it being used and enjoyed by several recreation leaders, so we wrote for a review copy.

It is a collection of simple ideas, mostly of crafts and games suitable to use with children of elementary school age. Each idea is developed alphabetically, so a game may be next to a craft project—but the general index in the back will help you find what you need quickly. Directions are clear, and many of the suggestions are illustrated.

We suggest that you add it to your recreation library. You'll find [illegible] your playground and indoor ce[nter] leaders will make good use of it, [because] cause the projects are non-techni[cal] and would be fun for youngsters.

Children in Play Therapy

Clark E. Moustakas. McGraw-[Hill] Book Company, New York 36. Pp. [2]$3.50.

Presented in textbook form, this b[ook] is designed to give teachers, parents leaders a deeper insight into, and se[n]tivity toward, children's emotions. vividly portrays experiences in [play] therapy with well-adjusted as wel[l] disturbed children, showing how th[ey] who are happy and secure may use cialized play situations to express m[uch] tensions and frustrations. Verba[l] transcriptions of children's dialo[gue] are included, and are followed by cussion and analysis in each case.

Child Development

William E. Martin and Celia B[auer] Stendler. Harcourt, Brace and C[om]pany, New York 17. Pp. 519. $6.5[0]

Written for parents, pediatrici[ans] teachers and students, this book d[eals] with growth—mental, emotional, ph[y]cal—and covers facts, principles generalizations from the various sc[i]sciences in relation to the growth of individual in society. Part III, So[cial]ization, should be of especial intere[st] recreation leaders. Part IV, Sociali[zing] Agents, is divided into four chap[ters] devoted respectively to: The Child the Family; The Child in the Sch[ool] The Peer Group; The Child in the C[om]munity. It is interesting to note t[hat] while the third of these chapters r[ela]tions the development of youth org[ani]zations and devotes several pages to values of Cub Scouts, the fourth c[hap]ter—The Child and the Communit[y] includes no mention of community reation, playgrounds, play centers so on.

Teaching Individual and Team Sports

R. T. DeWitt. Prentice-Hall, In[c.] porated, New York 11. Pp. 497. $[illegible]

If you have to organize and sports, this is the book for you. It provide you with simple and det[ailed] instructions for the most comm[on] these activities. Tests to stimulate group, the best ways to grade group, teaching procedures, the [de]ent skills required by each spor[t] included, to help in turning "[be]players" into experienced ones. one hundred and fifty illustr[ations] clearly show the layout of fields, [cour]and diamonds, and the more di[ffi]moves and plays in the various ties.

Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

October, November and December 1953

HELEN M. DAUNCEY Social Recreation	State of Alabama October 19—November 12	Mrs. Jessie Mehling, Supervisor Health and Physical Education, Department of Education, Montgomery
ANNE LIVINGSTON Social Recreation	Waco, Texas October 12-15	John Morrow, Director of Parks and Recreation
	Corpus Christi, Texas October 19-22	Mrs. June Finck, Superintendent of Recreation, Old City Hall
	New Orleans, Louisiana October 26-29	John Brechtel, New Orleans Recreation Department, 1000 South Rampart Street
	Galveston, Texas November 2-5	William Schuler, Superintendent of Recreation, 2119 Twenty-seventh Street
	Temple, Texas November 9-12	Jamie Bonner, Director of Parks and Recreation, Recreation Center
	Oklahoma City, Oklahoma November 16-19	Alvin Eggeling, Superintendent of Recreation, City Hall
	Portales, New Mexico November 30—December 3	Joseph F. Dickson, Chairman of the Division of Health and Physical Education, Eastern New Mexico University
	Sumter, South Carolina December 8-11	Harry R. Bryan, City Recreation Director, Recreation Department
MILDRED SCANLON Social Recreation	State of Georgia October 26-November 19	Dr. J. Eugene Welden, Coordinator Special Services, University of Georgia, Division of General Extension, Athens, Georgia
FRANK A. STAPLES Arts and Crafts	Stockton. California October 5-15	E. Seifert, Superintendent of Recreation, Recreation Department, City Hall
	Piedmont, California October 19-20	L. A. Quayle, Superintendent of Recreation
	Moscow, Idaho October 26-November 5	Frank J. Reich, Director of Recreation
	Rochester, New York December 9-11	Rex M. Johnson, Secretary Character Building Division, 70 North Water Street, Council of Social Agencies, Inc.
GRACE WALKER Creative Recreation	Durham, North Carolina October 12-15	I. R. Holmes, W. D. Hill Community Center, 1308 Fayetteville Street
	Nebraska Wesleyan University Lincoln, Nebraska October 26-29	Miss Garnet Guild, College Secretary, American Friends Service Committee, Inc., 4211 Grand Avenue, Des Moines, Iowa

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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Under His Foot, the Live Grenade

Technical Sergeant
Robert S. Kennemore, USMC
Medal of Honor

THE MACHINE GUN belonged to E Company, Second Battalion, Seventh Marines. It was under the command of Technical Sergeant Robert Sidney Kennemore.

It was busy. For on this November night fanatical Red masses were swamping Marine defense positions north of Yudam-ni.

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There was a violent, muffled explosion, but not a man was hurt. Not a man except Sergeant Kennemore. He had given both his legs to save his comrades' lives.

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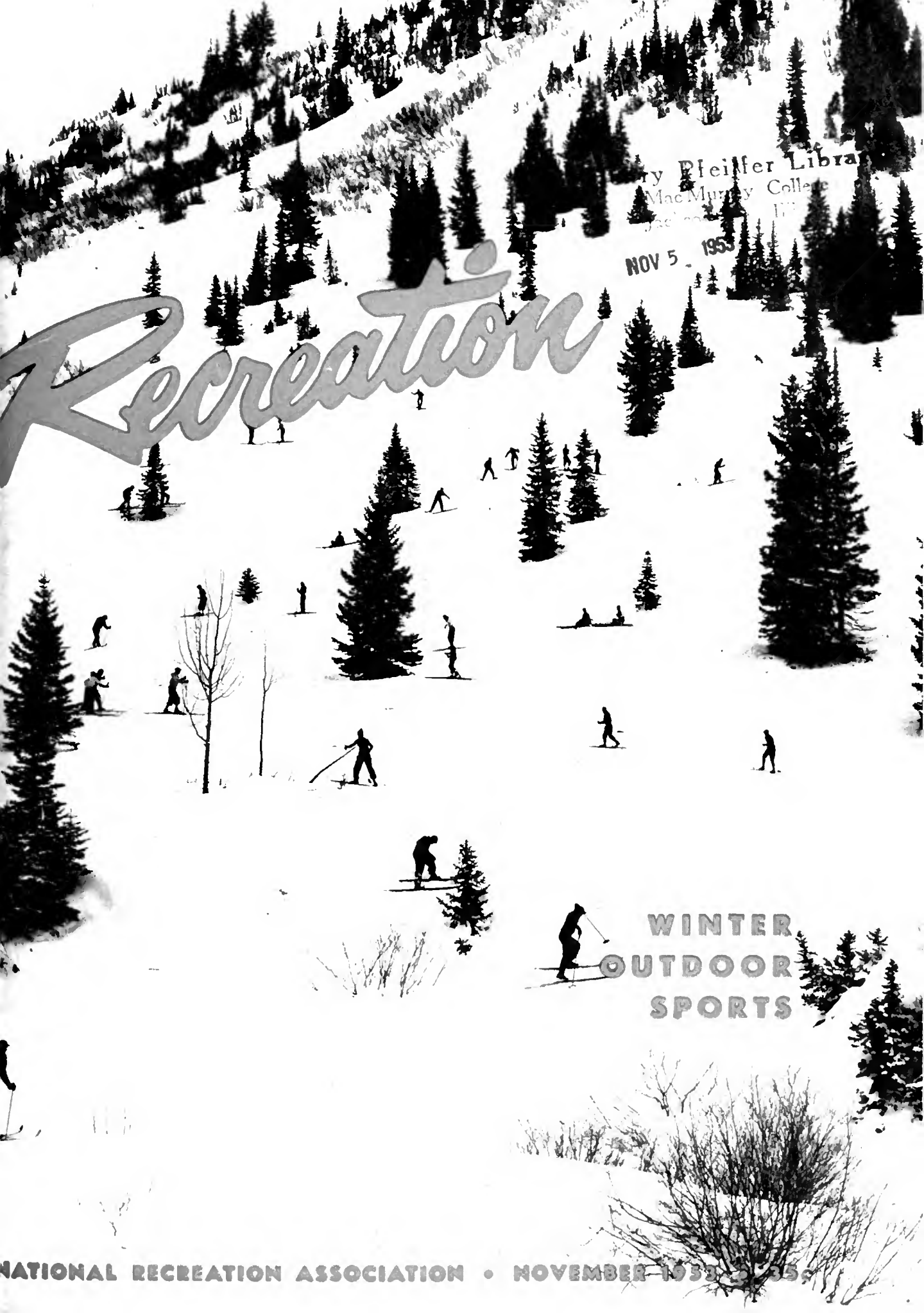

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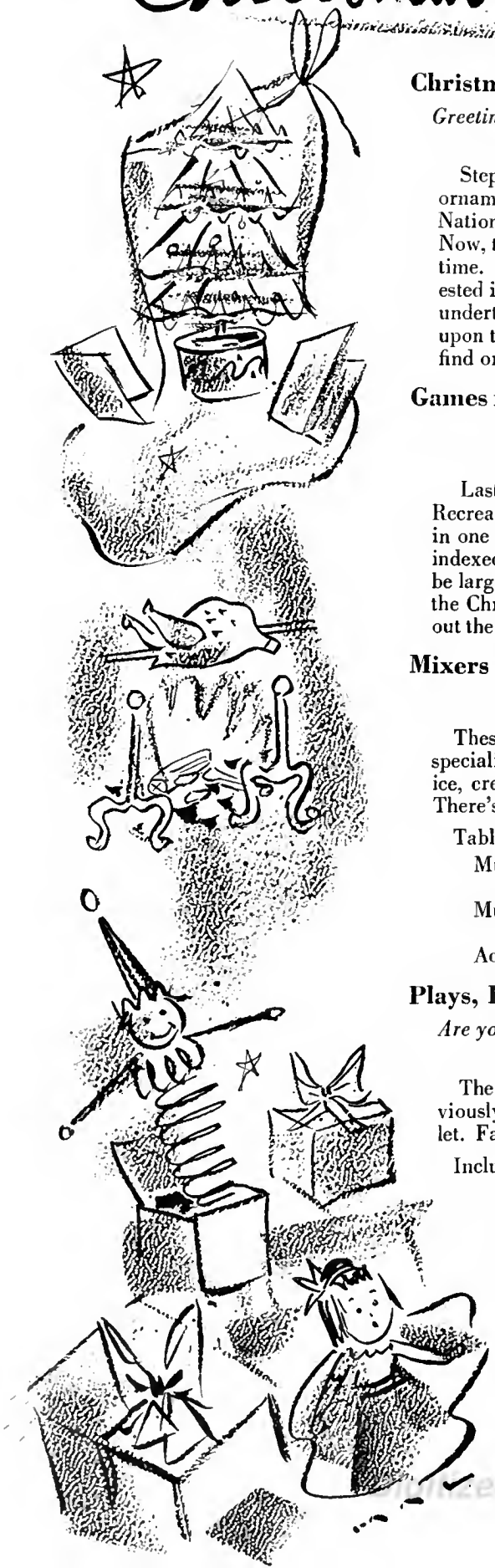
Christmas Suggestions



Christmas Crafts and Decorations

Greeting Cards • Ornaments • Home Decorations Made With Your Own Hands
Breathe the Real Spirit of Christmas

Step-by-step directions for making many different types of Christmas cards ornaments for the tree, decorations for the home, have long been available from the National Recreation Association, in mimeographed bulletin or reprint form only Now, this new, convenient, illustrated booklet brings them all together for the first time. It will be invaluable to recreation workers, teachers and individuals interested in Christmas crafts. Many of the projects described are simple enough to be undertaken by small children; some may be either simple or complex, depending upon the artistic ability and skill of the craftsman. None of them require hard-to find or expensive equipment. Price 65¢.

Games for the Christmas Season

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Mixers to Music for Parties and Dances

Dozens of Mixers—That Will Start Your Party Off With a Bang!

These are the favorite mixers of the National Recreation Association's training specialists—and they'll be your favorites, too! They're made to order for breaking ice, creating gaiety and getting parties and dances underway with a real swing There's no age limit on this kind of fun! Price 65¢.

Table of Contents:

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Musical Mixers—Dance Type
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Getting Partners
Prearranged Dance Orders
Getting Them Started
Tag Dances
Elimination Dances
Novelty Dances
Dance-With-A-Purpose

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Are you looking for a play—a pageant—a tree-lighting service for your Christmas entertainment? You'll find it here!

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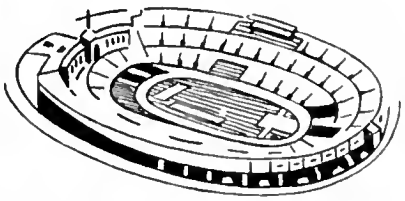

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NOVEMBER, 1953

Recreation*

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On the Cover

Winter Invitation. Because winter is the most exciting season out-of-doors, it is to this season that we dedicate this issue of RECREATION. Photograph courtesy U. S. Forest Service.

Next Month

Over-all report of the 35th National Recreation Congress, with pictures and other materials. More suggestions for Christmas programs. Don't miss "Tips on Telecasting," giving the know-how of presenting recreation activities on TV. Among articles of special interest to executives: "Informal Observations on Board Meetings," "Let Your Budget Help You Plan," "Wyandotte Gets Swimming Pool," and others.

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JOSEPH PRENDERGAST, *Executive Director*

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Recreation In Today's World

Harold Mayfield

Man has been on this planet a million years. Recently, he began building a new civilization. Today, while still building, he is trying to learn to in it.

he Industrial Age had its beginnings two hundred years ago. And, for t of us, who are just a generation off arm (the farm of the horse and the , the Industrial Age is just begin- . For hundreds of millions in Asia Africa, it is just around the corner. his new civilization of ours has ght us more benefits than we can t. To the humblest citizen, it has ght comforts that the ancient lord is drafty castle might have envied. s brought means of travel and com- ications that hold distant promise eaking down the walls of misunder- ding that have stood between men. he average person it has brought re, which in earlier times was re- d to the few—not just a leisure of s but a freedom from the exhaus- of back-breaking toil.

iency—at a Price

art and parcel of our progress has a growth in efficiency. Each decade shown a measurable increase in the ls produced by a man-hour of work. has been accomplished, in part, ugh steady improvement in our hines. But it has also placed some demands upon man.

ere we glimpse one aspect of per- the greatest problem of our day: can man, who changes slowly, con- e to live and to find personal fulfillment in a rapidly changing world?

Higher efficiency has not been achieved without our paying a price. As efficiency has increased, certain human satisfactions have gone out of our work. (And, let us remember, work still fills a major part of our lives.) The hours have become shorter, but they have become more intense. Much of the play has been squeezed out, including a great deal of sociability that human beings crave. Some of us are paced by machines or isolated by the noise of them. Many forces drive us to single-minded attention to the task, a task that is not always very rewarding in itself. And even those of us who find great satisfactions in our work and have much freedom in it, are under the pressure of the clock, the calendar, and the telephone.

Play as a Part of Work

But is man so constituted that he willingly lays aside, even for a few hours each day, his desire for relaxation, fun, and those other human satisfactions we lump in the word "recreation"? Apparently not. At least, he seems not to have done so previously on earth.

Consider, for example, the earliest man. He lived by hunting and fishing. His life was not easy, but it had many rewards. It had high moments—of chase, of excitement, of triumph, of cooperation, of sociability. Take the element of necessity from it and all that is left is recreation. Ask any hunter or fisherman.

Or consider the earliest tiller of the soil. His day was usually long and hard. But there was fun sprinkled through it. Did you ever know a farmer, even now, who was too busy to talk with a passing neighbor, chase a rabbit out of a brush pile, or turn the hardest job of the year —the harvest—into a festival.

And in the recent past in the Medieval guilds and in the shops that preceded the machine, work was mixed with fun. The pace was leisurely; children ran in and out; the place buzzed with song and conversation; and any excitement in the street was a signal for a recess.

Times have changed. And the nature of work has changed. Yet, all is not well. Elton Mayo, after many years of study, concluded, "While material efficiency has been increasing for two hundred years, the human capacity for working together has in the same period continually diminished." Sensing something like this, business managers say, "Employees are not as easy to get along with as they used to be."

Human Values in the Job

Surely, there is much more involved here than what we customarily mean by recreation. Yet, in recreation we see values that satisfy basic human needs—needs intensified by modern industrial life. So it is not surprising that, here and there, a perceptive employer groping for a means of humanizing the workplace, should cast an exploring glance at recreation.

By making it easy for his employees to play together, he hopes in some measure to re-establish in the work atmosphere friendliness and good humor, which the job itself may not encourage. By giving employees a chance to know each other better and to know their supervisors away from the pressure of the job he hopes to establish a basis for understanding that will carry over to the work situation. Through play, most of it necessarily off the job, he hopes to bring back to the shop some of the spirit of "Whistle While You Work."

So in industrial recreation, I see more than picnics and basketball games; I see one little step, albeit a faltering one, in modern man's striving for human values in a machine age—not just in leisure hours but in working hours as well.

MAYFIELD *is assistant director industrial relations in the Owens-ois Glass Company, Toledo, Ohio.*

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Letters

Good Suggestion

Sirs:

The modern playground is a well supervised classroom with modern equipment to establish a well-rounded physical and mental basis for future woman and manhood.

We all no doubt agree on the above statement, but the average parents do not realize the great part that the playground plays in their child's development nor do they comprehend the thought and preparation spent on the operation of each playground.

My child has cerebral palsy (her only handicap is speech) and cannot go to a public school; but place her on a supervised playground with other children and she is indeed a happy child.

My suggestion for a much needed article in your fine magazine would be one entitled "The Playground and Your Child," so many different phases could be dwelt upon.

BILL HEARN, *Ventura, California.*

▶ Who will volunteer to write it? We suggest, rather, that the article be "What the Playground Can Do for the Handicapped Child," to be written either by a parent, giving suggestions to playground leaders, or by a playground leader who has had experience with handicapped children. Deadline for this year's Playground Issue of RECREATION is February second.—Ed.

Located

Sirs:

Father Link is at last located. Fr. Reinold Link, O.F.M., joined the Franciscan Order and is teaching biology at St. Joseph's College, Westmont, Illinois. He is also busy getting out a "nearly-book-length" write-up on Trail Rangers. I thought that readers attracted to the "reminiscence" might wish to know.

"CAP'N BILL" VINAL, *Cohasset, Massachusetts.*

▶ The sketch about Father Link appeared in the May 1953 issue of RECREATION, on page 118. Another of "Cap'n Bill's" series, "Personalities I Have Met—Stanton H. King," was in the October 1953 issue.—Ed.

Church Recreation

Sirs:

I have always enjoyed RECREATION, but I think I liked the articles of Bishop Bayne and Dr. Anderson, in the December issue last year, more than any others I had previously read.

You see—here at Highland we lieve in recreation as a very neces part of the religious education gram of the church. We have a re ation building which contains a l basement game room in which we ping-pong, billiards, cue roque, shu board and other games; and we h soon to have two bowling alleys d there. On the main floor, we hav recreation hall big enough for r skating and square dancing. large room is also equipped wit very complete stage for dramatic ductions and pageants. We show vies there, too. Then there is a t floor room, which is really a sor mezzanine to the recreation hall which we will soon have small t games, checkers, chess, and a TV

We are one of the all-too-few chu es that go in for recreation on su large scale. I am enclosing a sche of our fall and winter program. In dition to the listed activities we a basketball team entered in the church league—and will have a mi baseball team next summer.

VERNON W. JOHNSON, *Directo Recreation, Highland Presbyte Church, Fayetteville, North Caro*

Square Dancing

Sirs:

You may be interested in some o reactions to "Square Dancing on Home Front," in your March issue. My good friend, Ed Bossi Chicago recreation leader, writes that the article was copied and give each Chicago caller by the callers sociation. Ed is very much distu by the "new dance" and notes alarm how it is killing social recrea

The *Roundup* for April 1953 tho the article pertinent, called it a "able treatise on what is wrong square dancing today," and indic where it was available. The May reprinted the article in condensed f The June issue published a reply that is symptomatic of the very t it analyzed.

ARTHUR KATONA, *Golden, Colo.*

Outdoor Winter Sports

Sirs:

Having skiing advantages whic doubt are surpassed by any compa community in the nation, we were ticularly attracted by your Ja

53 issue of RECREATION—its cover, e ski tow safety letter from Mr. Sicker, d "Skiing Around New York."

We hold slaloms for eight- to twelve-ar-olds, thirteen- to sixteen-year-olds d open competitions which not only ract the novice and expert alike, but ovide interest and an outlet for the rents and other enthusiasts who lack e energy or courage to compete, and sult in their becoming "Sunday-ski-s"—the winter counterpart of Sun-y-golfers!

In addition to the Moore Park ski n, which is three miles from the city-nter but inside the corporate limits, d includes a 1000-foot lift, we oper-e a sled tow centrally located within e city which attracts not only sledders, t tobogganers and novice skiers, with parate runs for each.

Our by-word has become "We Ski in ir Own Backyard." The Northwest is tted with fine ski slopes and ski runs t Klamath Falls has hers in the city nits. Hoodo Bowl, Timberline Lodge, ater Lake, Willamette Pass and many her Oregon ski spots attract state and tional interest, but the Moore Park i run is gaining prominence because its accessibility and excellent snow nditions. Most of the others are some stance from a population center and cessitate travel time and overnight commodations, which are fine for ose able to take advantage of them.

The modern ski concepts of tows, wn hill races, slaloms and grand sla-ms are providing a new enthusiasm id appeal undreamed of in the past ys when the cross country and the mp were the main recreation aspects skiing. Being able to provide the odern in our own backyard gives us a eat deal of pride. For those prefer-ng the old, we have all the natural ad-ntages and no special facility is nec-sary.

Our tows are fitted with automatic fety devices! With these and an out-or skating rink, which accommodates 0 people but is in constant demand y 500 to 750 skaters, we feel we are tablishing a remarkable pattern for inter sports for a commnuity of 15,000. Population center of 30,000.)

BOB BONNEY, *Superintendent of Recreation, Klamath Falls, Oregon.*

Change of Address

irs:

I have moved to Ruman Hill, here in an Francisco, now have a grand pano-mic view of San Francisco Bay, the cean, Golden Gate Bridge, and so on. Would you put a brief item in the maga-ne about my new address.

JAMES E. ROGERS, *1280 Lombard Street, Apartment 208, San Francisco, California.*

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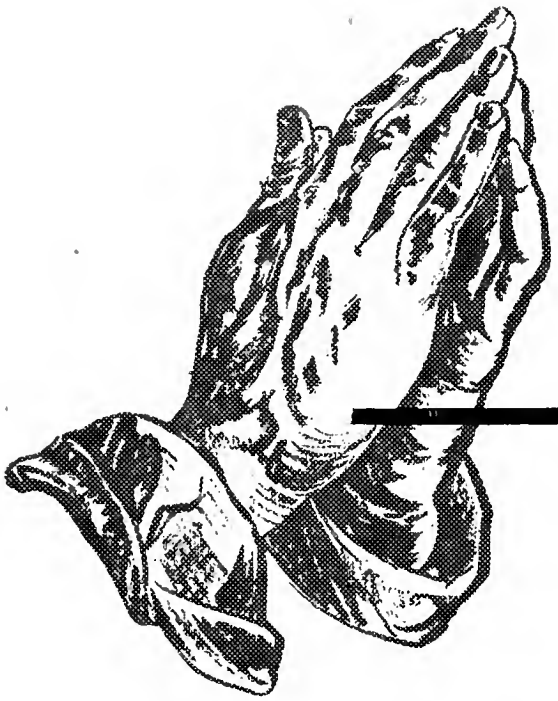

O Lord! that lends me life,
Lend me a heart replete with thankfulness!

—SHAKESPEARE

THANKSGIVING

Thanksgiving is the holiday of peace, the celebration of work and the simple life . . . a true folk-festival that speaks the poetry of the turn of the seasons, the beauty of seed-time and harvest, the ripe product of the year—and the deep, deep connection of all these things with God. —RAY STANNARD BAKER *(David Grayson)*

Give thanks for raiment, and a loaf of bread;
And for a good thatched roof above your head;
But most of all give thanks if you can say,
"Lord, I have courage on my pilgrim's way!"

—CHARLES HANSON TOWNE

It is literally true, as the thankless say, that they have nothing to be thankful for. He who sits by the fire, thankless for the fire, is just as if he had no fire. Nothing is possessed save in appreciation, of which thankfulness is the indispensable ingredient. But a thankful heart hath a continual feast. —W. J. CAMERON

Thanksgiving Day comes, by statute, once a year; to the honest man it comes as frequently as the heart of gratitude will allow, which may mean every day, or once in seven days, at least.

—EDWARD SANDFORD MARTIN

And be the future bright or dark, God grant we never may
Forget the reverent spirit of that first Thanksgiving Day! —J. J. MONTAGUE

Thanksgiving Day is a jewel, to set in the hearts of honest men; but be careful that you do not take the day, and leave out the gratitude. —E. P. POWELL

Thank God every morning when you get up that you have something to do that day which must be done, whether you like it or not. Being forced to work, and forced to do your best, will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content, and a hundred virtues which the idle never know. —CHARLES KINGSLEY

For embers on the hearth, for songs;
For faith that triumphs over wrongs;
For laughter and remembered pranks;
For prayers at night—I give thee thanks!

—MAY CARLETON LORD

Dear the people coming home,
Dear glad faces long away,
Dear the merry cries, and dear
All the glad and happy play.
Dear the thanks, too, that we give
For all of this Thanksgiving Day.

—HARRIET PRESCOTT SPOFFORD

For candlelight no wind could shake,
For sowing rooted far and near,
For men and dreams like these, we make
Thanksgiving every year!

—NANCY BYRD TURNER

Heap high the farmer's wintry hoard!
Heap high the golden corn!
No richer gift has Autumn poured
From out her lavish horn!

—JOHN GREENLEAF WHITTIER

He who thanks but with the lips
Thanks but in part;
The full, the true Thanksgiving
Comes from the heart.

—J. A. SHEDD

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Editorially Speaking

Outdoor Winter Sports

In many ways, winter is the most ex-ting season out-of-doors. The growth enthusiasm for outdoor winter sports is reached an all-time high, in spite of e milder winters which have charac-rized some of our northern areas dur-g the last few years. This has re-lted in the increase of artificial ice laces and sports facilities—evidence at city recreation and park depart-ents across the country are taking iat steps they can to accommodate the terests of local citizens.

In 1950, according to the most recent *creation and Park Yearbook*, pub-hed by the National Recreation As-ciation in 1951, 3,274 ice-skating eas were reported by 738 cities, with tendance figures totaling 7,923,787; 4 ski jumps were recorded by the 80 ies reporting, with an attendance of 0,399; and 268 winter toboggan des were reported by 121 cities, with attendance of 312,150. From infor-ition at hand, it is judged that these ures are higher today. Even in uthern California, successful winter orts programs have been promoted ice 1930.

The need of executives and program ders for ideas as to facilities and riety in activities has prompted the blication of this issue of RECREATION.

Juvenile Delinqueney

May not our present-day society be eparing the ground for, if not actu-y sowing the seeds of, delinquency in ier ways than by failing to ensure the lthy emotional adjustment of its ldren? An organized, civilized so-ty such as ours depends for its pro-functioning, indeed for its very sur-al, on the possession by the majority its members of a "social sense," an ceptance of what the Latins called *nmunitas*. This implies not only a llingness to impose restraints on in-idualistic impulses in the common erest, but also a readiness to con-bute a fair share in promoting the mmon good. Living as a member of iety calls for a positive not a nega-e attitude, it is an active not a passive e. Now these attitudes do not come nature. Although human beings may ssess gregarious instincts, every child nevertheless born an individualist, l if he is to acquire those habits of f-denial, of seeking the good of others well as his own, he requires training l practice. . . .

There is a danger that the advent of the new social services will be marked by the disappearance of social service. We need to learn again the lesson that the good things of life must be earned before they can be enjoyed and that it is better to give than to receive. We must beware that a generation does not grow up which looks to the State and its welfare services to solve all their problems, to buttress them not only against the normal risks of life but also against the results of their own folly and neglect. From such a soil the seeds of emotional disturbance may be expected to yield a richer harvest of delinquency than would be otherwise forthcoming. —E. Frank Candlin, in the London *School Government Chronicle*, August 1953.

"The growth of interest in winter sports has taught us many things. If we expect our areas to be patronized, much care and attention must be given to first aid and to winter sports bulletins giving depth of snow, and weather and road conditions. Ski runs must be kept well-posted. Parking areas must be kept free of snow. Policing must be provided for the purpose of protecting the public against snowballing and improper use of facilities."—James K. Reid, in RECREATION.

War Tensions

Specialists in work with youngsters have become concerned about the effects on children of civil defense activities and the atmosphere which such activities create. As a first step in studying the matter, they have organized a group, temporarily known as the Committee on War Tensions in Children. As reported by Dorothy Barclay, in the *New York Times*, a preliminary discussion was held by school principals, psychologists and teachers, in which tension reactions were reported. It was generally agreed, however, that the problem of tensions in children was basically that of the tension in adults being communicated to children. Concern was expressed over the kind of moral values children will develop in situations where there is conflict between the teaching of brotherhood on the one hand and the pointing out of the people of certain other nations as arch-villains on the other.

Muscular Dystrophy

Despite the many medical miracles in our era there still exists among us a deadly, crippling disease, muscular dystrophy by name, about which little is known by science.. Mysteriously, it strikes at the muscles, which waste away until the limbs are rendered useless. At present, there is no known cause, no known remedy for this disease; and more than 200,000 Americans are its victims—yet they live in hope.

Their faith lies in the work of Muscular Dystrophy Association of America which, through public contributions, carries on research and, wherever possible. offers help to needy patients. The annual nation-wide appeal for funds is being held this year from November 2 through Thanksgiving.

What better way to offer thanks during the holiday season than by helping those among our friends and neighbors, who are less fortunate? Your gift may help achieve yet another medical miracle in our time. Send to your local muscular dystrophy chapter today; or to Muscular Dystrophy Association, 39 Broadway, New York 6, New York, to be credited to your community.

Book Week

"Reading is Fun," is again the slogan for National Children's Book Week, November 15 to 21. In writing of reading for pleasure, Dr. Karl S. Bernhardt of the Institute of Child Study, University of Toronto, says: "In spite of radio and television, movies and commercial recreation, some families have managed to retain that greatly rewarding experience of sharing their reading with each other. Family reading takes many forms, sometimes reading aloud, sometimes discussing books read by all, and sometimes describing what was discovered in books. It is a fortunate child who lives in a home where books yield pleasure and the enjoyment is shared. . .

"Reading for pleasure can be a great aid to personality development if it takes its place as one of the activities of the child and later the adult. Such activity makes life interesting to the individual and the individual interesting to others. He has an activity which can provide many hours of enjoyment, which enables him to entertain himself, and which has many valuable by-products. Happy is the child who has discovered what treasure there is in books."*

Recreation Congress

The 1953 National Recreation Congress, in Philadelphia, will be reported, with pictures, in the December 1953 issue of RECREATION.

* See page 356.—Ed.

Things You Should Know . .

▶ As announced by Mr. Prendergast at 35th National Recreation Congress in Philadelphia, the recreation movement in this country will have a home of its own in the spring of 1954, when the National Recreation Association moves into its new quarters. It is the hope of the association that the building may become a permanent center for all the recreation interests of the nation. A full article on this will appear in the January 1954 issue of Recreation.

▶ Please note—The recreation song by Pheobe K. Higgins, *Good Evening My Neighbor*, appearing in the September 1953 issue of Recreation, was copyrighted by Mrs. Higgins, March 1953.

▶ Two major changes in first aid care have been announced by the Red Cross. The changes, dealing with injuries due to cold and application of tourniquets, have been adopted by the Red Cross on the basis of recommendations made by the Committee on Surgery, Divison of Medical Sciences, National Research Council. These are described in a new supplement to the *American Red Cross First Aid Textbook*, which may be obtained free through local Red Cross chapters.

▶ State Parks and The World of Tomorrow was the subject of the address by Joseph Prendergast, at the National Conference on State Parks on October 13th. This year's conference was held from October 12 to 17, at Georgia Veterans Memorial State Park, Cordele, Georgia.

▶ The new international office of the National Recreation Association is located adjacent to the offices of the United Nations, in Room 909 of the Carnegie International Center on UN Plaza at 46th Street, New York City. Here the association will be working closely with the UN and its specialized agencies, and with the American Foreign Operation Administraton (Point 4 Program) on recreation matters in various parts of the world.

▶ Boys and Girls of every country in the free world are eager to have pen friends in the United States.. The International Friendship League at 40 Mount Vernon Street, Boston, Massachusetts, has hundreds of thousands of teacher-sponsored letters from them, written in English in nearly every case.

The International Friendship League has the endorsement of the Department of State, the National Education Association and the U. S. Office of Education. It is also sponsored by the Ministries of Education in these countries.

Send a self-addressed stamped envelope to the league for further information.

▶ The Mid-Century Conference on Resources for the Future will be held in Washington December 2 to 4. A number of recreation and park leaders are being invited, upon the suggestion of the National Recreation Association, to discuss the nation's recreation resources.

▶ Additional income tax exemption and deduction for the permanently disabled, and allowing additional income tax exemptions to taxpayers supporting dependents who are physically disabled, are items proposed by a new tax bill which has been introduced in the House of Representatives by Congressman Rhodes of Pennsylvania and has been referred to the Committee on Ways and Means.

The number of the bill is H. R. 1725 and all people interested in seeing the bill passed are asked to communicate their feelings to their local congressman and senator.

▶ Pending legislation in Washington, being pushed by Postmaster General Summerfield, is bill H. R. 6052, which would increase the present second-class postal rates by a further 40 per cent—making a total increase of 67 per cent in about thirty-six months. This stands a good chance of being enacted into law, and is a matter of great concern to all organizations whose service involves large mailings of publications and other printed materials. The bill is scheduled for consideration by Congress at its next session, in January.

▶ Governor Hugh Gregg has signed legislation authorizing New Hampshi schools to instruct in the safe and pr per use of firearms, the game laws an proper hunting practices. The bill believed to be pioneer legislation of i kind in this country.

▶ Landscape architects must be l censed in California, under a new la passed at the last session of the sta legislature. The law limits the use the title "landscape architect" to tho who are licensed. Ultimately licens will be issued only in the successf passage of prescribed examinations.

▶ The Missouri legislature this ye passed a law creating a bi-partisa State Park Board. The purpose of t law is to remove state parks from pol tics and to establish a citizen's polic forming group to manage the progra Appointments to the board will be mad by the governor.

▶ The Midwest District Office the National Recreation Association now located on the 26th floor, City Hal Kansas City, Missouri. Miss Margar Lish is the office secretary. Office spac and other assistance has been contri uted by the Citizens Regional Plannin Council of Greater Kansas City. Thi arrangement makes possible more effic ency and better service by the associa tion in this area.

Assistant Service Club Directors Needed In Europe

The army is seeking qualified young women to serve as civilian recreation workers in enlisted men's service clubs in Germany and France. Immediate vacancies exist for Assistant Service Club Directors, GS-5 (entrance salary —$3,410). Young women who are single, college graduates between 24 and 35 years of age, with recreation leadership background, or who have participated in a broad variety of recreational activities may qualify for immediate appointment.

The need is urgent. For additional information write:

Mrs. Marjorie Tibbs, Special Services Recruitment Section, OAD, Office of Civilian Personnel, Old Post Office Building, Washington 25, D. C.

or

Recreational Personnel Service, National Recreation Association.

Mrs. Tibbs will interview local applicants November 9-18 at Department of Army, Overseas Affairs Division, Room 505, 346 Broadway, New York City.

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Homer D. Abbott

WINTER—

—our Favorite Season

Each park has a coasting ramp. Facilities make it possible for winter sports to be enjoyed by entire families in Grand Forks, North Dakota.

WE SHARE with our Canadian neighbors a love and enthusiasm for winter sports, in Grand Forks, North Dakota. One of the the first requests Santa gets from any youngster here is for a pair of ice skates. The outdoor ice rinks, with their music, lights and waltzes, intrigue young and old alike.

Winter lasts a long time but no one minds. Most of our 6,000 citizens mourn the day when the sun becomes hot enough to melt the ice. Those way-below temperatures, which we have often during the winter, don't stop things a bit; it's a busy time for all—from Mom and Dad to the smallest child.

For the boys, hockey is the sport; they play it six months and talk about it the other six. The girls skate for fun, and there are instructors for the would-be figure skaters. Each rink has a toasty warming house, just to keep the frost from sinking in too deep.

Grand Forks hasn't many hills, so for skiing we've had to build a ski jump. For hardy souls there is a toboggan slide that goes out over the Red River, and each park has a coasting ramp.

Hockey, as a park board activity, dates back to 1929 when the hockey pen was provided for four teams of lads sixteen years old and over. Today, with forty-one teams playing in five leagues, Grand Forks has five lighted hockey pens for the youngsters, five lighted general skating rinks and uncounted back yard skating areas. This impressive growth in the popularity of skating has been fostered and encouraged by Mrs. Frances Kannowski, Grand Forks superintendent of parks for the past twenty years.

In the organization of hockey leagues we have found that by starting our meetings early in October, at the various schools, we are able to do a better job of team organization. For these we use the following age groups: Pee Wee Division, ten years and under; Midget B, twelve years and under; Midget A, thirteen years and under; Junior, fifteen years and under; and, Intermediate, seventeen years and under. Age grouping results in a more even distribution of good skaters on the various teams. Occasionally we will find a group of boys banded together, from all sections of town, comprising the best skaters in that age group. This we do not permit, as one superior team in a league will do more harm than good. We have found through experience that by keeping boys in neighborhood teams we have a stronger league. We allow twelve boys per team, with two forward lines, two sets of defense and two goalies—with the stipulation that *all* boys play during any scheduled games. This policy we enforce, and if the team captain will not substitute, then the official in charge of the game has the right to substitute players so that all receive equal playing time.

Before actual league play starts we schedule a "Knock Out Tournament" during Christmas holidays. This gives our hockey supervisor an opportunity to see each team in action. The round-robin type of tournament is best suited

MR. ABBOTT *is the director of recreation in Grand Forks.*

A Grand Forks youth demonstrates hi jumping skill for a group of youn ladies at the Lincoln Park ski jump

for this warm-up tourney. In this, the weaker teams are spotted and efforts can be made to strengthen them by adding players to their roster. It may be necessary to move boys to either a lower or a higher bracket, depending upon their ability to skate.

The hockey season is opened officially with a series of clinics conducted by our hockey supervisor, E. J. Bertsch, formerly a hockey star with the Grand Forks amateur senior teams. Bertsch is idolized by the youngsters, who pay close attention to his instructions and demonstrations in right and wrong ways of stick handling, passing, checking, and other fundamentals. We are assisted in clinics by the University of North Dakota coach, Cliff (Fido) Purpur, a former Chicago Black Hawks and St. Louis Flyers star, and a veteran of the Stanley Cup Team. Players from the University of North Dakota's highly rated varsity, and from the Redwings senior amateur league team, also fill in as enthusiastic tutors, referees, and critics for the eager park board youngsters. Emphasis is placed upon good sportsmanship and game fundamentals.

All of our rinks are of the outdoor type. We always proffer our best respects to the weatherman, hoping that his cooperation will enable us to start leagues the last week in December, so that we can finish a double round-robin of play by the end of February. If the weather is favorable, this means that each team in the various leagues, with the exception of the Pee Wees, must play two games weekly. By scheduling two a week, we have eliminated the problem of playing without supervision—regardless of age groups.

Each boy is happy to furnish his own equipment, such as skates, stick, gloves, head guard, and any other paraphernalia that he desires. The park board provides the goalie with gloves, pads, chest protector and goalie stick. Each rink is equipped with two sets of sleeveless playing jerseys of contrasting colors. These are used during regular league games. No sponsored teams play in the park board program. The only awards are six-inch sweater emblems, presented to the league winners. Special events throughout the hockey year include our annual Amateur Hockey Roundup with the park board teams furnishing the competition. This game is scheduled at the University of North Dakota rink.

The year's kid-hockey highlight is the annual series played with our friendly Canadian neighbor, Winnipeg, Manitoba. Now in its sixth season, the Grand Forks Midget A Champs cross sticks with the Winnipeg champions in that class. The series is growing in popularity, and each year the game alternates between Grand Forks and Winnipeg. This year it will be played in Winnipeg.

In the older age group, boys are scheduled with outside teams and participate in state and national play-offs.

While hockey is a tremendously popular sport it certainly isn't the end of the trail in winter sports. Girls and boys skate for fun, too. Classes in figure skating are conducted every Saturday morning and afternoon by Miss Joanne Lang, an active member of the Grand Forks figure-skating club. For those interested in skiing and ski jumping, classes are held on Saturday afternoon for beginners in downhill skiing, and are open to all ages. Senior groups meet regu-

Tractor owned by park board removes snow from skating rink.

larly on Sunday for cross country or downhill skiing. As the nature of our valley is on the level side, it is necessary for the club to travel to established ski runs in North Dakota and Minnesota. This phase of skiing—jumping—is making a comeback in the Grand Forks area. For several years the jumping program was just about non-existent. With the construction of a thirty-foot junior jump, interest has hit a new high among the younger skiers. We are fortunate in having Mr. Alfred Lawonn, Class A jumper, as our instructor for the junior jumpers. Invitational ski jumping events are scheduled throughout the season.

Lighted skating rinks, with music and warming houses, furnish many hours of fun for the family; and the coasting ramp at each park is always full. Near the end of the winter season a Little Olympic is held, with the children of the valley representing all nations of the world.

Also popular among winter activities are those of our nature club. This group collects rocks, and studies trees, birds and animals in all seasons. They make plaster of Paris casts of tracks in the snow. This is accomplished by using an atomizer and spraying water on the tracks to freeze them, then mixing the plaster of Paris and applying it to the prints. Cookouts are not stopped by weather, with tinfoil cooking being the most popular.

For those who do not care to participate in outdoor sports, the park board offers a variety of interest groups and handcraft activities.

Among the children's activities, the game centers conducted in the public schools seem to be the most popular. These are operated from October until March, meeting for three hours each Saturday morning. A staff—a man and woman—is employed at each center and conducts a variety of games, square dancing, a story hour, group singing, and so on. The junior stamp club meets regularly under the competent leadership of Mr. K. L. Helper. For those children interested in crafts, a craft center operates three days weekly after school.

For the adult hobbiest the following clubs meet twice monthly: camera, archery, astronomy, kennel, square dancing, and model airplane.

In our handcraft classes we offer leather carving, metal tooling, hooked rug making, textile painting, wooden-ware decorating, and copper enameling. Owing to limited facilities we are unable to provide a wider variety of projects. All craft groups are limited to fifteen students per class, with class schedules set on an eight-week period. The only exception is the leather carving group, which is scheduled for fifteen weeks. A nominal fee is charged in all classes, and the students furnish their own materials. The projects vary in price from fifty cents to twenty-five dollars, depending upon the desires and ability of the student in his chosen craft. Instructors are, for the most part, interested persons whose hobbies have become avocations and who are interested in teaching others a special skill. At the Christmas season, members of the art group lead the way in city-wide window decorating.

The snows and ice of winter are welcome in Grand Forks. From October to April, this is a winter land.

Starting rack made from steel conveyers on slide number one.

Toboggan Run

The slide of the toboggan run in Midland, Michigan, is like a railroad track, with vertical sides which are nineteen inches across. The ice level in the chute is kept about three inches below the top of the chute. The latter is made of two-by-eight planks for two-thirds the distance, and two-by-six planks for the last third. The planks are re-enforced every eight feet, at the joints, with a four-by-four plank three feet long which is embedded in the ground, leaving the full width of the plank for the slide.

Two eight-foot sections of second-hand steel conveyors are used successfully for each starting rack. They are ideal for this purpose, as a slight push or pull by one of the riders will start the toboggan.

Toboggan slide number two at Midland, Michigan, showing close resemblance to a railroad track, affords the enthusiasts of this popular winter sport a fast, exciting downhill journey.

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Animal and bird tracks in freshly fallen snow make interesting studies. Here is a closeup of deer trail through a brushy opening in the Black Hills of South Dakota. Low lighting is necessary to throw shadows in depressions.

FILMING WINTER

Ormal I. Sprungman

How to Take Good Photographs

☆ FROSTBITE and numb fingers await sportsmen who venture out with their cameras when drifts are deep and the weather nippy. But pictures with sparkle are the reward to those who point their lenses into the wintry blasts.

Wintertime, with its snow-crusted branches, woolly landscapes and rippled heaps, offers snapshot hunters unusual opportunities for studies in black-and-white which are rarely found at any other season of the year. Most cameramen are quick to recognize the beauty of thick wet snow, weighing down branches, piling up on cabin roofs and frosting rustic fence posts. Too few see such a picture with "photographic" eyes, nor are they able to record this scene from the proper angle so that its composition may be enjoyed later by others who see the finished print.

Remember that while winter light is variable and generally weaker, the ability of the white landscape to reflect light often offsets this reduction. Exposures used in summer and fall do not hold good in winter. Because of the bounce-back characteristic of snow, this season is particularly well-suited for shooting outdoor close-ups and other scenes where reflected light helps to bring out detail in heavily shadowed areas. Similar portraits in summer might require reflectors or even flash, since there is no white-reflecting blanket to aid the photographer in brightening shadows.

Snow Scenics

When shooting snow scenes, watch your backgrounds. A small evergreen branch, heavy with snow and glittering with sunlight, may present a striking contrast against the bright blue sky. But if you use ordinary film when you snap this scene, chances are that the excessive amount of blue will photograph nearly as white as the snow, thus destroying the whole illusion in black-and-white. If you want your subjects to stand out in relief against a dark sky, slip a medium yellow filter, like the Wratten K2, over the sunshaded lens and use a panchromatic film in the camera. The sky will then record as a darkish gray, while the snow will seem even more brilliant than ever with illumination in the shadows greatly reduced. Try the orange filter to vary the contrast or the red filter for overcorrection, and use the green filter to improve rendition of trees, snow and sky. Infra-red film will blacken the cold blues of winter, turning foliage white and creating dense shadows having little or no detail.

Lighting for winter subjects should never be flat, with sunlight coming from directly behind the camera, otherwise negatives and prints will lack the typical gem-like sparkle

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MR. SPRUNGMAN, *camera editor of* SPORTS AFIELD *since 1934, is the organizer of The Outdoor Photographers League.*

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of glittering snow crystals. If crosslighting or even backlighting is used, so that shadows fall towards you, subjects will be rimmed with a halo-like glow, and the snow will have a distinctive texture. For this reason, it is often best to shoot in early morning when snow is fresh and untrampled, or late afternoon when the rays of the sun slant low, never on dull days unless absolutely necessary for record purposes. In the Far North, of course, Old Sol rarely ever gets high above the horizon, and then for only a very brief period. When filming in the direction of the sun, be sure the lens is shaded to insure crisp pictures.

If the ground is white with snow, and the brilliant glare makes you squint, it's an indication that you must use one of the smaller f/stops on your camera for open landscapes or your scenics will be overexposed. When eyestrain is less noticeable during an overcast, try a larger stop or a slightly longer exposure.

Human eyes sometimes make fairly good exposure meters in determining the lens settings for certain types of shots, but in other respects they are deceiving and should not be trusted. You are apt, for instance, to misjudge the amount of sunlight entering your cabin window and illuminating the room as compared with the diffused and reflected light found outdoors in winter. Similarly, it is common for beginners to underexpose shots of tree-filtered sunlight in dense woods where much of the light is absorbed by dark objects and little is reflected. When a meter is used on scenics, point it downward or come up within a few inches of the subject on close-ups to insure an accurate reading.

Since black-and-white films are sensitive to blue, which is ever-prevalent in winter, the need of a yellow or red filter to bring out snow texture and tone down the light is imperative. Of course, such filters cannot be used with color film without upsetting the color balance. Thus, the haze filter, which looks nearly transparent when viewed with the human eye, is used to cut some of the haze in distant scenes.

Winter Subjects

Such winter pastimes as skiing, tobogganing, skating, iceboating and fishing furnish plenty of filming opportunities. When shooting a skier in action, take a low camera position on the side of the hill, focus on a predetermined point on the slope where he will make the jump, set the shutter speed at 1/500 or 1/1000 second, and click the shutter as his skis leave the ground. To catch the skier in mid-air calls for a technique similar to that used in filming leaping fish. En-

Nighttime skiing shot on hilltop in below-freezing weather. Strong backlighting used to silhouette figures. Graflex camera mounted on tripod low on hill slope, lens closed down to f/8, shutter opened for time exposure. Then on opposite side of ridge, out of camera view, I fired tray of flashpowder, returned to camera and closed shutter. While photoflash might have been used for illumination, flashpowder dispersed light in all directions, adding to artistic effect.

hance the jump by shooting from a low angle with sidelighting to show flying snow against the filtered sky. Or tilt the camera to make the hill look really steep.

Strive for simplicity in the composition of winter scenes. Don't crowd in too much detail, but eliminate all non-essentials. Sometimes a ski trail or snowshoe path over the barren snowy wastes will help to lead the eye into the picture. Here, again, you can frame the scene beneath white branches. Shadows cast on the snow are clean-cut and afford excellent subject matter.

White sheet wrapped around body provides camouflage in filming wild game. Pictured on location is George Rintamaki of Newberry, Michigan. Camera is hidden under fold of sheet.

Other popular sports like rabbit hunting and ice fishing provide fine wintertime camera subjects for both movie and still pictures. During winter's duller days, fit your camera with synchronized flash, and let a midget flashbulb brighten foreground action or supplement bright sunlight by provid- a shadow fill-in.

Deer, elk and other game often can be surprised in winter while feeding in open places. They will seem more curious, with less tendency to run away, than in summer. If you drape a white bed sheet about you, it is possible to sneak up within easy camera-clicking distance.

Some amateurs find that the practice of photographing the tracks of animals and birds—even human footprints—after a fresh snow adds much to the enjoyment of picture making. Choosing the proper camera angle, however, depends on the size and nature of the tracks themselves. Never shoot the paw marks so that they run horizontally or vertically in the picture. Turn the camara slightly so that the tracks run diagonally from one corner of the viewfinder to the opposite corner, and the resulting picture will be much more pleasing. Perhaps a bunny's erratic trail into a brush-pile haven will describe a typical S-curve and provide composition having rare beauty.

Bird tracks imprinted atop crusted snow seem to photograph better when the sun is low enough to cast shadows into the depressions. An inexpensive portrait attachment lens will enable you to bring the camera closer to the subject, while a yellow filter will cut down excessive light by darkening depression shadows and emphasizing snow texture. In close work of this type, use a tape measure to determine the exact distance, avoiding guesswork which can only result in out-of-focus results.

Visit the outlying little brooks or ponds after a blizzard and try photographing the ledges of drifted snow which hang over the banks. The black water and leafless trees jutting up out of the white covering will show extremes in contrast. Or trek up behind a frozen waterfall when the sun is right and frame a backlighted shot through the dripping icicles to the stream bed far below.

You can film falling snow in action by using a slow shutter speed of around 1/10 second, but a dark background is needed so that the white streaks will stand out. Frost crystals formed on window glass during cold spells are easily filmed by placing a light source—photoflood or flash—behind and to one side of the glass, or letting the sun itself backlight the frosty pane while using a small lens stop. Care must be taken not to place hot lights too close or the frost will melt. Filming individual flakes with a microscope is an art in itself, and is covered in *Photography Afield*. Snowscapes are easily photographed by the light of the moon with a lengthy time exposure, while hoar frost in early morning is a cameraman's delight.

Camera Care

Cold weather shooting also creates problems in camera operation. Pull-out lenses often freeze, curtain shutters slow down, and some even fail to operate. The worst bugaboo is the frosty lens, which usually results from taking a chilled camera indoors where heat and humidity combine to cause quick condensation. Such "sweating" may go on for hours during the warming-up process. Accidentally breathing on the cold lens or viewfinder may also cause frosting, resulting in pictures either lacking in definition or definitely out-of-focus. Allow ample time for moisture to evaporate before putting equipment back into use again.

Stiffness of operation comes from the hardening or congealing of oils and contraction of the metal working parts inside the camera, with the resultant slowing up of shutter speeds. This can be corrected by having a reputable repairman winterize the camera with a low temperature lubricant, or by removing every trace of oil. Of course, such a camera must be de-winterized for indoor or warm weather use, otherwise undue wear will result. An unheated room in your cabin or an outer hallway is the best location for storing camera gear which must be used repeatedly outdoors in the cold. Always avoid sudden temperature changes, and never force the camera mechanism with pressure to combat cold-weather stiffness.

Motion picture film left in chilled 8mm and 16mm outfits for some time will occasionally become brittle and even break as it passes through the gate. Some World War II aerial cameras featured electrically-heated film magazines,

camera jackets, and special filter and shutter heaters to combat the cold. Less fortunate amateurs have few such refinements available, but they can use preventive measures to protect equipment.

Keep the camera tucked away inside the jacket when not in use so that body heat will warm it. Don't stuff it in an open pocket which might fill with snow. Use a field case, if you own one, or a knapsack slung over the chest, instead of the back, so that hands will be free and the camera easily accessible and safe in case of a backward tumble.

Chemically-heated pads, charged by adding a small amount of water or snow, may be strapped around the camera for warmth while shooting outdoors. Such pads are inexpensive and can be recharged a number of times. Even flash batteries, weakened by the cold, may fail to trip the shutter and set off the lamp, and cold bulbs have been known to shatter when fired unless first cupped in the hands. Pads of this type may be used to heat up the flash outfit, and extra batteries can be carried in warm inside pockets ready for instant use.

Filming in snow flurries may produce startling results photographically, but wet snow on camera lens and gear in near-freezing weather can harm equipment if it is not wiped dry immediately after use. Keep your lens shielded by a lens cap or filter in between exposures.

Few sportsmen realize that films often lose speed at low temperatures, such loss of speed sometimes amounting to one-half stop or more in twenty below zero weather. On the other hand, cold does not seem to have injurious effects on the sensitized film emulsion. In fact, wartime photographic laboratories found that film as well as paper, refrigerator-stored at very low temperatures, has its usefulness prolonged considerably past its date of expiration. Outdated Kodachrome also can be "revived" by storage in the family refrigerator for a brief period prior to being exposed.

Cold produces another curious effect on film—static electricity. This is the same effect you get when you comb dry hair or walk over a bear rug and crackle and sparkle all over the place. The resulting spark unfortunately can be recorded on film when identical conditions are found inside your camera. Such discharges, resembling branches of black lightning, occur on movie film, and occasionally when the tabs are pulled from a film pack too rapidly static marks may result or the film may tear.

Only the most rugged person would want to process his films under conditions simulating a remote Arctic outpost. However, it may be of interest to know that, in the absence of tap water, even melted snow may be used for souping and rinsing both films and prints. Naturally, the colder the solution, the slower the development and the greater the fixing and washing time. Even solutions which have been frozen may be thawed and used again without greatly impairing their action.

The personal comfort of the photographer in cold weather is also essential to good picture-taking, since the cold may slow your reaction time in action-filming. Above all, keep your hands and fingers warm for easy manipulation of the shutter speeds and lens aperture settings. If a thin pair of cotton or silk gloves is worn under a heavier pair, it is possible to set the camera after each exposure without numbing the hands. Leather shooting-mittens with the split palm are satisfactory if mitts must be worn. Remember that contact of the lips or bare fingers with the cold metal parts of the camera may cause painful frost burns. Dark glasses should be worn to eliminate eyestrain just as the camera lens must be "goggled" with a filter.

A German ski trooper's jacket is probably the perfect outfit for filming out-of-doors in summer and winter. It is pale green on one side and can be reversed to the opposite white side. It has extra large pockets which can carry a number of holders, thus segregating color and black-and-white film.

You can determine in advance exactly how your movie camera or still will behave under conditions of severe cold by conducting tests on camera focus and shutter operation in a frozen food locker or any refrigerated room, for an hour or more. Once you have become accustomed to your outfit, you can tell quickly by its sound whether or not it is operating properly. When the camera is used in cold climates, click the shutter several times with the lens capped to loosen the mechanism and insure accuracy.

Winter's white light has such intensity that roll films may be edge-fogged if loaded or unloaded outdoors. Find ample shade, if at all possible. Nor are high-speed photographic emulsions necessary, since medium-speed panchromatic films will serve most purposes well in winter.

The Importance of Recreation

"We must plan on a larger scale to give American children a chance for healthful play and a worthwhile use of leisure. I agree with you that a democratic government has a vital interest in these matters.

"I earnestly hope that in each of our local communities men and women interested in the public welfare will give increasing thought and time to this great democratic method of providing recreation for all the people untrammeled by any motive except that of living fully and richly.

"The recreation movement in America is one of our richest resources. It is not only a manifestation of our capacity for finding life in the face of pressing problems, but it is an example of how our normal forces may be used in times of emergency.

".... Next to active military service itself, there is no higher opportunity for serving our country than helping youth to carry on in their efforts to make themselves physically strong, mentally awake and morally straight, and prepare to help their country to the full in time of war, as well as in time of peace."—*Franklin D. Roosevelt*

To Start from SCRATCH

Three Christmas-tree bonfires helped to get the program publicity and impetus.

Richard Langlois

Situated in the heart of north-central Wisconsin's vacation-land, Merrill is known as the "City of Parks." As if to justify this title, this strung-out city of 10,000 people boasts of twelve parks, with facilities for almost everything from picnicking and nature areas to sports fields and scenic drives. Yet, with all these parks, a few years ago there was virtually no provision for any of the winter sports.

Twenty miles south of the city lies Rib Mountain, a huge quartzite mound which thrusts itself almost a thousand feet above the surrounding plains, and the site of one of the finest ski runs in the entire Great Lakes area. In contrast, Merrill's winter-sports areas included only several small neighborhood rinks and a steep hill near the center of the town. All of these rinks, however, were on private property.

Then five years ago, the local Lions Club decided to do something to remedy the situation. On the banks of the Prairie River and near the high school lay eleven acres of undeveloped land, bounded by the already popular hill on the west, by a row of homes on the south, and by the Prairie on the remaining sides.

Acquiring this land for development as a badly needed winter sports center became one of the leading goals of the Lions' civic service program.

Numerous complications arose, however, to block them in their attempted negotiations for the site. Legal technicalities in regard to the ownership, and delays of all sorts beset the project from the initial purchase in 1947. Nevertheless, the Lions went ahead with the construction of a warming house and the preparation of a rink. Volunteer crews staffed the center and took care of the rink, a terrific task for men with other full-time responsibilities.

Finally, in November of 1952, the acquisition of the area was completed. Then, in a special ceremony at the city hall, a permanent lease for the center was handed over to the mayor by the president of the Lions Club. From there on it became the official responsibility of the newly appointed city recreation director, Gerald Smith.

With the aid of business men in Merrill, immediate, though necessarily limited, improvements were made in the area already partially completed by the Lions Club at a cost of several thousand dollars.

The concrete block warming house, erected through the generosity of a local manufacturer, was reconditioned. An adequate heating system was installed, additional lights for the house and rink were set in place, and a "candy bar" opened. Bill Natzke, a local contractor and Lion, donated men and the heavy machinery needed to level and bank two new rinks.

The larger of the rinks, 150 feet by 280 feet, was to be used for free skating, figure skating, and speed racing. It was so laid out that a one-eighth-mile speed-skating course could be set up. The smaller rink, 100 feet by 200 feet, was built as a regulation hockey rink and reserved for that sport.

At the rear of the warming house, a parking area for approximately fifty cars was prepared by crews from the city's street department. And directly to the north of the house, the long slope of Wilson Hill was surveyed. Then three separate runs were marked off, one each for sledding, tobogganing, and skiing.

Although the final step in transferring the site occurred rather late in the fall, Mr. Smith, with the avid cooperation of local skating enthusiasts, was able to plan and conduct an attractive program. At an evening meeting, all of the suggestions of these men were pooled and a general outline of events for both the Lions Center and the neigh-

MR. LANGLOIS, *journalism instructor at the senior high school, has written much of the publicity for the recreation department. He is a feature writer and sports reporter for the local newspaper in Merrill, Wisconsin.*

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orhood rinks was drawn-up. Subsequent get-to-gethers worked out the details and arranged for volunteer help.

The unusually warm weather of late all and early winter added delay to he official opening of the winter program. Not until the latter part of December did the weather permit flooding f the rinks and packing on the slopes.

Three big Christmas tree bonfires elped the program get publicity and mpetus. People were invited to bring

uring first year over 11,000 persons joined in or stopped to watch goings-on.

heir trees to the large flat area at the ottom of Wilson Hill. There, in the riskness of cold northern Wisconsin venings, the trees were lighted to form huge crackling background for the undreds of onlookers.

In addition to the many hours of free kating, instructions for beginners were iven every Tuesday afternoon and eveing. A skiing clinic was scheduled for our consecutive Saturday afternoons nder the direction of a visitor to the nited States, Mr. Tapio Tolisaari. A ative of Helsinki, Finland, Mr. Tolisaari very enthusiastically offered his ervices.

One weekend featured the City Skatng Championships for boys and girls. oth sprint and distance races were held n the oval course. An ice carnival, the ain attraction for another weekend. ntertained more than six hundred specators with stunts, novelty races, and a barrel-stave race down the steepest run.

Figure skating lessons were arranged for Saturday mornings by two local skaters well known throughout the area for their artistry on ice.

Regulation ice-hockey goals were constructed and set in place on the smaller of the rinks, and Sunday afternoon became "hockey day." Participation in hockey has been given a boost this winter with the formation of youngsters' hockey teams into a league.

The Sledding Jamboree, held in early February, brought out fifty young daredevils. Races were held for distance and against the stop watch. But a new twist, sliding on the seat of the pants on cardboard, turned out to be the hit of the afternoon. The officials are probably still shuddering when they think what the parents said when junior came home after that event.

A loudspeaking system was installed to provide skaters with music every Friday night, Saturday and Sunday. Records donated by a local music store and by some of the teen-agers brought out the high-stepping waltz bug.

Not of least importance to the Merrill winter sports program has been the fact that the public school system operates a huge school forest only a half-hour bus ride from the center. Frequent trips gave both the grade school and the high school students the opportunity to study nature, winter style, and to learn the tricks of the woodsman under the guidance of qualified teachers.

After only one season, Merrill seems to have taken a big step toward a well-balanced outdoor winter program. Of course, one successful year has meant only a start.

With this idea in their minds, the original committee met at the end of the season to evaluate the results of their work. The recommendations of this group brought about a number of improvements in the area during the summer season.

Because the arrangement of runs on the slope of Wilson Hill proved to be a little hazardous, the entire hill was smoothed over. Then early in the spring the high school conservation classes and their instructor planted five hundred trees, dividing the runways and providing eventual shade protection for the snow packs on the slides.

During the summer, water department crews installed an inside drinking fountain and special valves for the flooding outlets. Late in July, further work was done on the parking area, almost doubling the capacity of the lot. In time, the warming house at the Lions Center, which can barely handle the crowds of skaters, may have to be enlarged and toilet facilties added.

As never before, local folks can look forward to the coming of the winter sports season.

Probably the greatest tribute to the efforts of the many who pitched in was the fact that, last year, the first in the program, more than 11,000 people either joined in the skating, participated in the special events, or just stopped in to watch the goings-on.

Thanks to the civic interest of the members of the Lions Club, to the willing efforts of those who volunteered when the call went out, and the hard work of the city crews, the people of Merrill can go on any evening or weekend to see a goodly portion of their town's children happily and safely engaged in good old-fashioned fun.

Detailed information on Merrill's winter activities may be obtained by writing Mr. Gerald Smith who has had the job of guiding Merrill's first try at a year-round recreation program.

RECREATION - *A Profession*

D. K. Brace

From a talk delivered at the Southwest District Recreation Conference, Austin, Texas, April, 1953.

THE RANGE of recreation activities in this country is astonishing. Participation in more than eighty activities is reported by our municipal recreation systems each year. Expenditures by recreation and park agencies in 1950 totalled nearly 269 million dollars, of which ninety per cent came from taxes and other public funds. Recreation is a great social undertaking for which leadership is needed. Millions of people use our recreation facilities each year. Attendance at the forty-eight recreation facilities in Austin, Texas, in 1952 alone, was estimated at over four million visits. Much of the benefit which our children, youths and adults receive from our recreation facilities and programs depends upon the leadership provided; and the success of the recreation movement depends upon our recreation leaders. Our present need is for better professionally-trained leaders.

The leadership employed is of many types, including: superintendents, assistant superintendents, general supervisors, special supervisors in charge of special program phases, directors of centers, assistant directors of centers, recreation leaders, specialists for particular activities, managers of special facilities, maintenance and ground crews, and so on.

However, the heart of the leadership is the recreation leader who works directly with the people participating. This is the leader that we must be most concerned about. To be sure, for all of these positions, we need men and women with professional preparation and know-how. However, the most important leader, the one who comes in direct contact with the consumer, is the one most in need of professional preparation.

Let us ask ourselves what is a profession? The word profession starts off with *profess*, to declare, to express openly. A profession is a body of persons engaged in a calling. The ministry is a profession, medicine is a profession, law is a profession, teaching is a profession, and recreation leadership is a profession.

What does it take to make a profession? A profession has a philosophy, that is, a statement of beliefs; a profession has a code of ethics; a profession has a set of principles, that is, beliefs based upon facts; a profession has a history. Real professions do not spring up overnight; they grow. A profession has a core of professional preparation, a set of admission standards. A profession has standards for retention of its members; those who violate the code can be expelled.

I believe that recreation can meet these criteria. Recreation does have a philosophy, a code of ethics, a set of principles. Its beliefs are based upon proven facts concerning the nature of man, the nature of social forces, the nature of the psychology of human action. It does have a history, and a core of desirable professional preparation. But what about admission standards, and what about the standards of retention in the profession? Some of our recreation authorities feel that only those who have had certain college courses should be allowed to become recreation leaders. This I do not believe. Recreation leadership is not a matter of semester hours.

Now do not misunderstand me. Professional preparation is essential for those going into any profession, and for those taking up recreation as a profession. However, recreation differs somewhat from other professions. The difference is because of the nature of recreation. No other profession is dedicated to the task of helping people to do, in their free time, those worthwhile activities which they wish to do of their own volition.

The essence of the philosophy of the recreation profession in this country is derived from our concept of democracy and the American way of life. It is dedicated to a respect for the right of the individual to develop initiative in pursuing his own interests so long as they are not subversive to the welfare of others.

Some sixteen years ago I observed recreation activities in Moscow and Leningrad. I saw boys and girls playing volleyball and soccer, men playing chess, and boys and girls swinging in public parks. But underlying their recreation activities was a philosophy of life vastly different from ours. Their activities were directed toward the welfare of the state. Our activities are directed at the welfare of the individual as a free personality in a cooperative society of free men.

In this matter of recreation as a profession there is a danger. The danger here is the same danger that we see in other fields of work for which profes-

MR. BRACE *is the vice-chairman, Park and Recreation Board, Austin, Texas.*

ionally prepared leaders are needed—ich as medicine, law, and education. s a profession or a field of work be-omes recognized and important we ish to improve the preparation of iose going into it. We provide special rograms of professional preparation. Ve set up standards and try to raise tandards. We set up restrictions. We uild a fence around the profession. Ve cull out the mavericks. We insist iat only those who wear the profes-ional brand can enter the chosen herd.

I would not deny that there is some istification for these procedures and iat the motives behind them are honest. lowever, there is a danger in them; nd this is especially true in the case of ie preparation of recreation leaders.

Recreation activities are as varied as ie interests of man. Any activity done or its own sake alone may be recrea-on. There is no pattern which will fit all people. Therefore, there is probably no pattern of professional preparation which will fit everyone for recreation leadership. To be sure, there may be a core of beliefs and competencies which all professional training programs in colleges and universities should provide, but it certainly will be a bad day for recreation when all recreation leaders must have the same undergraduate curriculum.

To avoid the danger, I would suggest the following guides in the professional preparation of recreation leaders:

1. Select only those people (students) who have well balanced personalities, who like people, who have a humble willingness to serve others, who love to play, and who have good health and common sense.
2. See to it that prospective leaders can come from any field of interest, such as from art, music, drama, sociology, social work, crafts, physical education, athletics, and so on.
3. Retain only those students who can grasp the real meaning of recreation.
4. See that all have a working knowledge of human nature and social institutions, and field work experience in working with groups.
5. Do not close the door of leadership to those who are not professionally trained but make wider use of volunteer and lay leadership when qualified by a true spirit of leadership and recreation skills of interest to others.

Let us keep in mind that a true profession has a philosophy, a code of ethics, a set of fundamental principles, and not merely a set of regulations dictating to those who wish to enter it. Let us keep the door open, so that we may draw leadership from those with professional preparation in many varied fields of human interests.

Winter Care of the Outdoor Swimming Pool

V. H. Krieser

The swimming pool operator must ontend with winter maintenance roubles. These always begin when the immer staff is dismissed and the main ody of water drained from the swim-ing pools. One of the first duties is to emove all exposed light bulbs and fix-ires. Unnecessary exposure to the ele-ients will reduce the life of this equip-ient. Further, do not overlook the fact iat these are tempting targets for the nthusiasts with slingshots and air ifles. The underwater lights are cov-red with waterproof plywood and ainted the same color as the walls of ie pool. All open exits and entrances re closed with wooden panels.

revention of Freezing—In order to revent damage from water freezing in ipes, faucets and valves, all valves are pened or, preferably, parts removed. he grill at the bottom of the diving ell is covered with a small mesh screen to prevent leaves from entering and clogging the drainage system. At the first sign of constant freezing temperatures, the well is filled to a recommended height for protection against frost damage around the footings and pipes connecting the circulating system. All the other water traps are pumped dry with a small manual pump, filled with kerosene and covered. The diving boards should be removed and placed in a level position for drying.

A check should be made for any major repair work, for which there may not be time in the spring prior to the opening of the swimming season. This should complete the outdoor work.

Inside Preparations—The chlorinator is drained, cleaned and open parts covered. Any new parts necessary for the chlorinator, or for any other equipment, are purchased and replaced. Bearings for pumps and motors are cleaned, checked for proper operation and oiled or repacked with grease.

The filter beds are backwashed and well saturated with chlorinated water, since there is less oxidization by following this method. Any protective coating that could not be applied where necessary during the summer months is done during the months of September and October.

Temperature Problems—The oil-burning heating units are adjusted for cold-weather operation in November. The cost of heating the basement during the winter months is approximately $255.

Maintaining a temperature above freezing in the main portion of the building eliminates considerable danger of frost damage and a great deal of unnecessary work. On alternate days during the winter months, a routine check is made of the sump pump, which carries off any seepage from the diving well and drain tiles around the building and pool. The heating unit and temperature and depth of the water in the diving well are checked at the same time. This is done one day each week by me and two days each week by one of our staff members.

IR. KRIESER *is director of municipal ecreation, Green Bay, Wisconsin. This tatement is taken from* SWIMMING POOL PERATORS' SCHOOL MANUAL, 1952.

This training course was reported by Mrs. Livingston as "one of the best-organized held in years."

Preliminary Planning for a Good Leadership Workshop

Jean Malone

IT IS DIFFICULT to know which is more important—the groundwork before the opening date of a recreation leadership course or the personality and ability of the specialist who conducts it.

It is the belief of George F. Harris, Jr., superintendent of the Brunswick Recreation Department, Brunswick, Georgia, that good organization and well-planned publicity assure good attendance at a leadership workshop. On the other hand, he is equally positive that consistent attendance and enthusiasm at the workshop itself are dependent upon the person who gives the course.

These ideas on planning and conducting a good training program, as set forth here, are not fanciful theories, but actual how-to-do procedures as performed by Mr. Harris in Brunswick in the planning of the course held there in May and conducted by Mrs. Anne Livingston of the National Recreation Association staff.

There are many obvious reasons why a recreation department sponsors leadership training institutes in its community. A successful institute revitalizes the department's own programs and stimulates its staff members; but even more important, it establishes strong contacts for the department with such community groups and institutions as churches, schools, Parent-Teachers' Associations, military service clubs, Girl and Boy Scouts, YWCA and YMCA groups, women's and men's civic clubs and industrial plants. For each contact with adults in these groups, for each volunteer leader trained, a recreation department gains community strength. Therefore, a recreation superintendent must lay careful plans to assure the community of a successful workshop.

Once the service of a specialist has been secured from the National Recreation Association, and the date set for the institute, the first step for the recreation superintendent is to strategically choose individuals active in community groups and organize them into a steering committee. The first meeting of this nucleus group is held at the recreation center one month in advance of the workshop.

MRS. MALONE, *the author, is the publicity and program chairman of the Brunswick Recreation Department, Georgia.*

At this first meeting the recreation superintendent outlines the need of a leadership training course in the community, describes the program to be offered, and discusses the personality and ability of the specialist his department has engaged. He acquaints these people with the services of the National Recreation Association which are available to the groups they represent. He outlines to his committee its responsibility in securing good attendance by stimulating interest and relaying information to the groups represented.

The recreation superintendent now starts his publicity. The steering committee meeting is publicized through local radio stations and in the local newspapers. Names make news, so the releases contain the names of committee members and their responsibilities in connection with the proposed workshop. The superintendent tells the public that his department is sponsoring the institute as a public service. He describes the program and releases "teaser" information about the experienced specialist who will teach the course.

Next, he mails a supply of mimeographed application blanks to his steering committee to be distributed to members of the groups represented. Information sought through these blanks includes the name of the person desirous of attending the workshop, his address and telephone number, whether of volunteer or professional status, and the agency or group, if any, he represents. These blanks are returned to the department by mail or presented by those taking the course at the opening night of the workshop. The file thus acquired becomes invaluable to the department for later follow-up work with the adults who attend it.

Approximately three weeks now remain before the date of the workshop. The recreation superintendent makes known to friends in civic clubs that he is available for talks about the leadership course. Within a few days his calendar is filled with engagements through which he publicizes not only the scheduled institute, but his own department, and the services of the National Recreation Association.

During this three-week period, he secures time on the radio and is heard in interviews, and on community service programs, where he can use prepared scripts slanted for effective publicity. Concurrently, newspaper stories are re-

eased each week, which cover the steering-committee activities, the nature of the leadership course, and its effect upon the community by the establishing of high leadership standards for civic groups. Through these broadcasts and articles people are repeatedly told how and where they may register, and further information is released about the specialist who will conduct the course.

If a recreation superintendent in a community encounters difficulty in securing time on the radio and space in a newspaper, there are ways—at least in communities the size of Brunswick which consists of some 29,000 people—of overcoming this obstacle. Radio and newspaper people usually do not have time to do all the paper work required to cover civic projects. Therefore, if the superintendent prepares his own material and presents it in a workmanlike manner, so that it can be used with very little editing, it is probable he will be granted all the space and cooperation he desires. For the workshop in Brunswick, reporters on the local newspaper, the *Brunswick News*, wrote attractive heads for articles submitted, and radio announcers on the two stations, WMOG and WGIG, made spot broadcasts on their own. They also gave time generously for programs about the leadership course.

This constant newspaper and radio build-up regarding the workshop and the recreation specialist is bound to give excellent results. In the final week before the starting day, a climatic story—with a previously secured newspaper mat of a photograph—regarding the National Recreation Association specialist is given to the paper. In Brunswick, several people actually registered for the course on the strength of Mrs. Livingston's attractive photograph in the paper. All said in effect, "We just got interested in Mrs. Livingston and then when we saw her photo, there just seemed to be something in her face that made us want to take the course."

Now the final week has arrived and all preliminary work has been done, but it is no time for the recreation superintendent to rest on his laurels. He must triple his efforts by accepting last minute engagements before civic groups, for the workshop by now has become the community feature of the week. He telephones members of his original steering committee for last-minute urging that they register even more individuals for the course. He makes up lists of other adults in the community, such as well-known church workers, club leaders and personnel heads of local industries, and telephones them personally to urge their attendance. He also calls all ministers in the city, explains the services of the institute and how it will benefit various church organizations and asks them to make pulpit announcements about it the Sunday preceding the opening date.

The recreation specialist arrives; and the superintendent finds this person eager and willing to cooperate in any last-minute publicity plans. He has previously secured radio time for her.

By this time the enthusiasm of the recreation staff is at a red-hot pitch. A fat file of registration blanks is evidence that the first night of the workshop will be well attended and that organization and publicity have paid off. This enthusiasm is contagious and the specialist reaches the recreation

Enthusiastic "Calliope" group at Brunswick, conducted by Anne Livingston, social recreation specialist of the NRA.

center geared for top performance. The auditorium fills quickly. The success of the course now is in her hands.

The personality of the leader and her know-how, acquired through years of experience, catch the imaginations of the people. They are reluctant to see the evening end. They return for all the classes and bring others with them. Attendance and enthusiasm remain at a consistently high level throughout the course. Attractive booklets, prepared by the specialist to cover activities taught at the workshop and mimeographed by the department, are issued to everyone. Plans are made to organize a community recreation club whereby principles of leadership, games, dances and stunts learned during the course can be practiced and passed on to the groups represented by the individuals who attended the workshop.

So, the final night of the course, after the first meeting date of the new recreation club has been set, the recreation superintendent takes his key staff members and the recreation specialist somewhere for a well-earned late dinner. There, they congratulate each other upon the success of the just completed course. It gives immeasurable strength to its sponsoring agent, the community's recreation department.

Winter Sports Articles in RECREATION

Winter Fishing, *M. J. De Boer*—JANUARY 1950
Unique Snowball Contest, *A. J. Schara*—FEBRUARY 1950
City Ski School—NOVEMBER 1950
Michigan's Toboggan Run—DECEMBER 1950
City Ski Slope—DECEMBER 1950
Skiing—Six Fables and the Facts, *Ira H. Freeman*—JANUARY 1951
Now That Winter is Here—JANUARY 1951
A Big City Snowman Contest, *Sidney Panzer, Justin Gilbert*—FEBRUARY 1951
Artificial Snow Event—DECEMBER 1951
Ice-Skating Facilities—DECEMBER 1951
Tobogganing is Where You Build It, *James McConkey*—JANUARY 1952
Skiing Need Not Be Expensive, *James F. Herdic, Jr.*—NOVEMBER 1952
Skiing Around New York, *Stephen Baker*—JANUARY 1953

SKI TOW for WATERTOWN

J. Charles Neal

Watertown, New York, is noted, among other things, for sudden snow falls. Sudden snow, however, doesn't always last long enough for skiers to enjoy it. It falls in heaps and melts in a day or two. People who make a business out of snowy winters are asking, with more than mild concern, if snow is ever going to return to the eastern skiboard. Is there reason to believe that we can look to other years as good as 1946-47 and 1947-48?

These two delightful seasons are vivid in memories, for Watertown slopes were abundant with lasting snow. The municipal slope's tow was privately operated for these two years with considerable success.

The length of the gasoline-powered tow was five hundred feet, with an elevation difference from top to bottom of ninety feet. For a normal operation of four hours the Chevrolet motor burned about seven gallons of gasoline. Starting difficulty occurred frequently during extremely cold weather, but anti-freeze protected the motor during normal temperatures of winter weather.

Seven to ten persons on the tow were the normal load for the motor; this spaced the riders about every ten feet. The ride was of approximately three-minute duration.

After the disappointing season of 1948-49, the tow was removed from the slopes in the municipal park by its owner, and installed in a new location some five miles outside the city. The local recreation department, deciding that the only assured way of maintaining steady service was to own their own tow, commissioned a Carthage, New York, machine firm to build an electric ski-tow motor for them.

The project was begun in the spring of 1949 and was ready for use in that winter. The bill for the motor and rope cost the city $2,000. The department feels that the expense is justifiable, considering the operating conveniences. Electric power replaces gasoline and oil and anti-freeze. This convenience is perhaps the only superiority of the electric tow over the gas tow, outside of the quieter performance and better starting. It is, however, a superiority which pays in operating costs and service.

The engine has two shafts instead of the normal three on most similar tows. In place of the third shaft, a live bearing was used, cutting operating and construction expense.

Drive-power is transmitted from the motor to the power wheel by belt drive and roller chain. The length of the tow slope is 550 feet, with an elevation difference of 120 feet from top to bottom. The engine runs the rope at 880 feet per minute, or approximately ten miles per hour. The rope is one-inch-diameter special manila tow rope. There has, incidently, been placed on the market a newer ski-rope, which is a manila rope with a jacket of waterproof nylon. Moisture cannot collect, rotting cannot take place, abrasion is reduced to a minimum, and the rope is always clean. It has been tested for three years in the Laurentian town of Ste. Adeleen-haut, Quebec, and results have been satisfactory.

As perhaps the reader noticed from the tow-slope length and elevation, the electric tow was installed in a different location than the gas tow was. The department felt that to continue operation on the same slope would be to invite serious accidents. Located at the foot of the gas-tow slope is a municipal skating rink, and adjacent are toboggan and sled slides, thus congesting traffic at the hill's bottom where the tow-house was located.

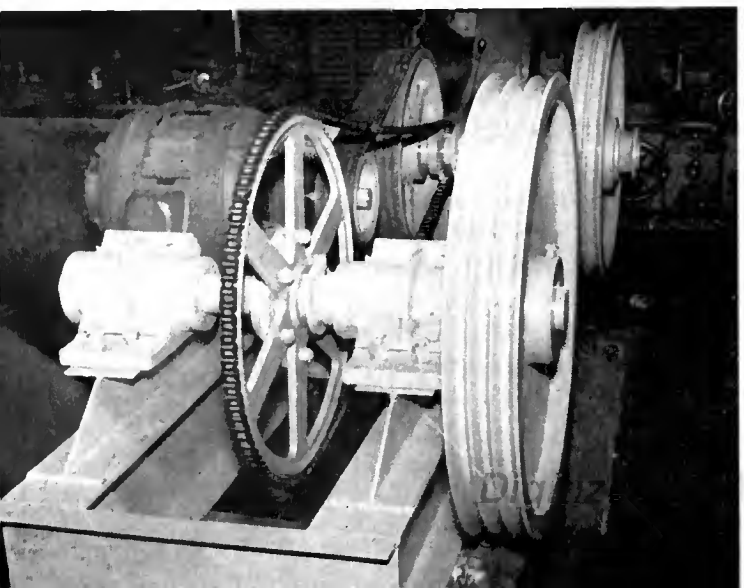
Therefore the tow was moved a quarter of a mile, to a location open and relatively free of congestion. The old ski slopes, as well as the new ones, can be reached with ease from the tow's summit.

Another factor advantageous in the new location is the possibility of future expansion, both of the town and of the ski area. Since the motor is at the tow's summit, the rope can be extended any distance down the hill. At present it runs about half-way down the entire hill, servicing the steepest part of the slope. Work with a bulldozer can open more ski area in the tow's vicinity, for there are some good hills not yet utilized.

The best feature of the new location is that the skiing area is distant enough from the skating and sliding area to be safe, yet all are within easy reach of the children of Watertown. Thus, the winter sports arena is ready for the public. It remains up to the weatherman to cooperate.

MR. J. CHARLES NEAL *is the director of athletics in the city recreation department at Watertown, New York.*

Motor is 25 h-p., 1200 r.p.m., operates on 60 cycles. Drive-power transmitted to wheel by belt drive and roller chain.



THEIR CONSTRUCTION AND MAINTENANCE —IN MAINE

• The topic of ice skating was discussed at a meeting of the Maine State Recreation Society and the experience of recreation executives in the construction and maintenance of ice skating rinks was reported. A number of these suggestions are summarized as follows:

reliminary Construction—Blue clay is the best base ma-rial on which to build ice.

If you have a dark asphalt surface to flood, spread fine each sand on it before flooding. This will help reflect sun's ays and retard melting of the ice.

Sometimes, after a heavy snow, we plow out rinks on level round, using snow banks for the sides. We ice the banks nd then build ice if the weather is really cold. This is a ood program to service areas which otherwise might have o rink.

If you have trouble with a spring-fed pond, put oil drums ver the spring holes and the ice will form.

praying—The ground should be frozen before spraying. nd spray coats of water should be applied to the surface ntil the ice is clear, but black.

It takes a good man to handle the flooding or spraying.

Bulk flooding results in white and cracked ice.

Use an adjustable "fog nozzle" to spray water on surfaces.

A 1½-inch- to 2½-inch-diameter, rubber covered hose ssens the freezing of the hose and is especially helpful if idely separated surfaces are to be sprayed in one evening.

If the base surface and grade of a rink have a slope, build ie ice at the lowest end first, in layers, until you finally can ray one complete level surface.

laintenance of Ice—We use three maintenance men during ie night at time-and-a-half pay.

Each evening, as soon as the crowd leaves, we clear pin-ow (ice chips cut up by skates) before it freezes on the rface.

Our rinks have paid supervisors who get boys, as volun-ers, to clear the snow-ice off with scoops each night.

We use a Ford tractor with a scoop to clear rinks.

Ice-planers assure smooth surfaces.

Neighborhood groups will cooperate in clearing snow off ie rinks.

Cinders from coal-burning trains passing outdoor rinks ill cover an ice surface with pock holes.

We don't clear rinks until after a snow storm stops com-letely.

We clear rinks as soon as snow begins to fall; otherwise ir plows get stuck and then we have to open the dam gates, t the water out and drop the snow and ice level, then close ie gates and flood again.

The Maxim man-operated small snow-blower will cut an ghteen-inch-wide swath of snow and throw it fifty feet to e side.

Hours of Operation—We have paid supervisors on our rinks and their hours are:

Monday through Friday—3:00 to 5:00 and 6:00 to 9:00 P.M.
Saturday—9:00 A.M. to 12:00 N.
1:00 to 5:00 and 6:00 to 9:00 P.M.
Sunday—1:00 to 9:00 P.M.

Supervisors work forty hours per week.

Publicity—Methods of informing people of skating conditions include radio station announcements, newspapers and signs at rinks.

Costs—We spend $1,200 on two rinks, exclusive of plowing costs, for a winter of skating.

Other cities reported spending from $300 to $800 per year for skating rinks.

Shelters—We use camp-type clapboard shelters, heated with oil heating convexed to toilets. Two shelters have wooden floors and a third a concrete floor.

The supervisor has a cage for his public address system.

The shelters have narrow seats and are heated only ten degrees above outside temperature, which means that people have to skate to keep warm.

Heated shelters usually have only wall-type cubbyholes for storing shoes.

One Portland shelter has a checking system.

Others—We do not believe money spent for skating is wasted, no matter how many skating days we have, as we reach many adults and youngsters who love to skate on ice and may have few preferences for other programs.

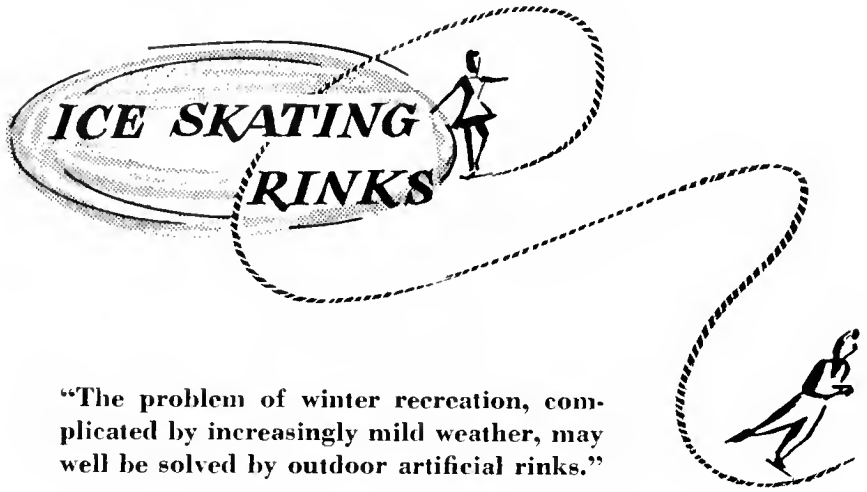
We have many people of French Canadian descent and to them ice skating only is recreation.

We require three to four inches of ice on our natural pond so that we can accommodate four hundred to five hundred people on the surface. Two inches of ice will support a few people, but the pond is kept closed until we can take care of the maximum crowd under the best skating conditions.

We have music and lights, installed by the city electrician.

We have bleachers at one rink.

The general consensus of opinion of nearly all the Maine directors was that skating is a most worthwhile service, despite few skating days, at any cost.



OUTDOOR ARTIFICIAL ICE RINKS —*in Toronto*

"The problem of winter recreation, complicated by increasingly mild weather, may well be solved by outdoor artificial rinks."

NOBODY is more concerned about the changing weather conditions in Toronto than the city's 130,000 residents of sixteen years of age and under. Consult any elder citizen or the meteorological records and you come up with the inescapable conclusion that Toronto's winters are milder than once they were. Last year was typical. For just about fifteen days the thermometer dipped low enough to give youngsters a brief opportunity to try their skates on the natural ice rinks that are set up throughout the city. Upwards of $200,000 a year was being spent by the parks department in a valiant attempt to provide skating, but the mild weather defeated those efforts.

For several years the city council debated the proposal to construct covered arenas to house artificial ice rinks. But the quarter-of-a-million-dollar cost of each arena for the hundred neighborhoods totalled a staggering figure and presented an insurmountable barrier.

Man with the Answer: A way out, however, was offered by a Toronto consulting engineer, Clifford Austin Meadows, who suggested the construction of artificial ice rinks *in the out-of-doors*. Mr. Meadows had designed and supervised the construction of the Riverdale Terrace outdoor rink for private interests in Toronto, the success of which was noted by city officials, and he was retained by the city to design the first four rinks. The objective in Toronto is at least one hundred outdoor artificial ice rinks.

During the 1951-52 winter season, a total of 1,100 hockey permits were sold and general paid admissions aggregated 44,538 persons. The said paid admissions do not represent the total attendance by pleasure skaters, as the rinks were many times crowded to capacity during the free periods provided. While no actual check was made of free attendance, it is estimated this would total 256,000, or an aggregate of *310,000 persons* during the season.

It is fair to say the greatest problem confronting the department in the operation of the present rinks is the boy or youth who is not associated with an organized hockey club who desires and persists, to the detriment of others, in engaging in that type of hockey referred to as shinny. The necessity of bearing this in mind should be emphasized.

There are a number of factors which must be considered in the construction of additional outdoor artificial rinks. Location of rinks to best serve the city's needs, availability of water and drainage facilities, proximity of existing fieldhouses, or the erection of new buildings, size of the area, permanent or partial temporary installations, summer use of areas, cost and availability of steel, must be considered.

Cost: The cost of these four rinks approximated $125,000 each, which included the construction of a machine room, refrigeration plant contained therein, floodlighting, erection of the hockey cushion or dasher, with the refrigeration being laid in a permanent concrete floor, together with a chain-link fence to enclose the whole area. Operating costs for the calendar year 1952 approximated $61,160.

Location and Size: The location of each rink was given careful consideration and the Parks Committee decided upon locations in the east, west, center and north, in park lands where dressing room and toilet accommodations already existed. The rinks were located close to those buildings. The size of each—120 feet by 178 feet—makes provision for a hockey rink 70 feet by 178 feet and a skating rink 50 feet by 178 feet; and also accommodates four standard tennis courts in the summer.

Fenced for Control: The whole rink is fenced with chain link, ten feet high, with two double gates for trucks and two single gates for entrances.

Winter Use: The hockey cushion is leased to teams for half-hour and one-hour periods and the balance of the time is used for "shinny" and for skating. The skating rink is separated from the hockey rink by wood dasher boards topped with chain-link fence. For certain periods hockey and "shinny" are prohibited, and both rinks are used for pleasure skating to music.

Summer Use: In summer, the dividing hockey dasher is removed and "En-tous-ca" metal posts are inserted in special sockets to support tennis nets. The concrete slab of the rink is also used for dancing, roller skating, public meetings and band concerts.

Design Features: The floor of the rink, 120 feet by 178 feet, consists of a six-inch reinforced concrete slab, monolithic, continuously poured without expansion joints, and is constructed on a specially prepared foundation. The vulnera-

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bility of such a large slab to cracking and damage requires great skill and experience in the design and construction.

The floor slab is chilled to produce the ice surface by a system of 1¼-inch steel pipes imbedded in the concrete on 4-inch centers, through which the refrigerant is constantly circulated. Special attention was given in the design to provide for the expansion and contraction due to the difference in temperature which otherwise would produce buckles and cracks in the concrete.

The direct expansion system of refrigeration is used and three 7-by-7 Inglis-Worthington ammonia compressors, electric driven with 75-horsepower motors, were installed. The cold ammonia is delivered to the system of rink floor pipes through Sporlan thermostatic expansion valves and distributors. Those valves and the main header pipes are installed in a concrete tunnel below grade, which runs the full width of the rink alongside the machine room.

The cost of water in Toronto is high enough to justify the use of evaporative condensers instead of the usual shell and tube type.

A receiver for the ammonia is large enough to pump down the complete charge for the rink.

The machinery is fully automatically-controlled, and the motors are started and stopped by the effect of temperature on one thermostat imbedded in the rink surface and another thermostat located on the south side of the machine room at eave level.

At design conditions, 130 tons of refrigeration are developed—which corresponds to 165 square feet of ice surface per ton.

The rink is floodlighted with twenty-four 1500-watt lamps, mounted fifty feet above ice surface, providing about 15 foot-candles of light.

The dasher boards for the hockey cushion are four feet high and constructed of ½-inch weatherproof plywood nailed to supporting uprights and horizontals of 2-by-6 fir. The chain-link fence is constructed on top of the dasher which protects the children and spectators from the puck. Two players' benches, with a penalty box between, are built along the side of the dasher opposite the skating rink.

Music is provided by a system of loud speakers mounted on the floodlight poles and beamed downwards. The speakers have been modulated to limit the music to the rink, and very few complaints from neighbors have been registered.

Snow and Rain Removal: Each rink is provided with a Massey-Harris combination tractor-snow-blower and it has been found that a six-inch fall of snow may be removed in a half-hour. Rain flows off the ice through four scupper openings in the curb.

Accommodation: Each rink will accommodate comfortably about eight hundred skaters at a time. On occasions, over one thousand have been admitted, but ample promenade space at the side of each rink provides for overflow and keeps the crowd actually skating down to reasonable dimensions.

Ice Thickness: The operators endeavor to keep the ice to from 1-inch to 1¼-inches thick for the best skating. After a heavy session the ice sometimes has to be rebuilt from ¾-inch in 1-inch. Very little ice planing is required.

Comments by C. A. Meadows

1. I do not recommend direct expansion refrigeration system for outdoor rinks except under the most favorable circumstances of construction and operation.
2. I do not recommend fully automatic control of machinery if, as it turned out in Toronto, the union and government restrictions require full-time attendance by an operator.
3. I believe that the cost of providing a concrete slab for summer use is out of all proportion to the value received. A "take-up rink," such as I have designed for Detroit, Buffalo, Rochester, Hamilton, and Montreal, which may be laid down on a playfield or tennis court for the winter and taken up in the spring, is the best for the municipally owned rink.
4. In Toronto we have felt the lack of accommodation for "shinny" hockey for the boys during those times that the hockey cushion is being used for a game, and the best ar-

The hockey cushion is sometimes leased to teams for practice periods of one-half hour to an hour. At other times it is used for "shinny" or pleasure skating.

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rangement is to provide separate sections of the rink for skating, hockey games and "shinny," arranged so that on occasions all three may be thrown open for pleasure-skating.

Take-up Rink

It is impractical to lay down a concrete slab on a rugby field or a ball diamond, because that would ruin the area for summer use; the high cost of the concrete slab is also a deterring factor.

Those considerations prompted the invention of the Meadows take-up rink, which may be laid down in the fall, flooded and frozen for the winter, taken up in the spring and placed in storage. It is adaptable to all types of playing fields, tennis courts, and may even be placed in a wading pool or a swimming tank.

The rink consists of a system of plastic pipes, which are light in weight and practically indestructable, and through which the freezing solution is constantly circulated. It should be laid on a level surface. Ice forms around the pipes and for about an inch above them and is kept frozen by the mechanical refrigeration.

The system of floor pipes is fed by header-pipes located at one end of the rink; and along one side, a tunnel is constructed in which the plastic pipes are stored in straight lengths during the summer. The tunnels for the headers and storage so constructed form seats for the skaters.

The refrigeration machinery is housed in a simple building or, as in the case of several of these rinks, may be installed on a large trailer.

The take-up rink costs about $1.50 per square foot and is cheaper than the rink with a concrete floor.

TORONTO SCHEDULE

Period of Operation: November 15th to March 15th.

Pleasure Skating

Free—Each week-day, Monday to Saturday, 9:30 A.M. to 5:00 P.M. Each Friday from 6:30 to 10:45 P.M.

The hockey cushion to be utilized for pleasure skating only on Friday and Saturday evenings, Sunday afternoons.

Pay Periods—Monday, Tuesday, Wednesday, Thursday and Saturday from 6:30 to 10:45 P.M. Sundays, 1:30 to 6:00 P.M. *Adults* 25 cents—children up to sixteen years of age, 15 cents.

Hockey Games or Practices

Hours—Each week-day, except Friday and Saturday evenings:

9:30 A.M. to 10:45 A.M.—11:00 A.M. to 12:15 P.M.
12:30 P.M. to 1:45 P.M.— 2:00 P.M. to 3:15 P.M.
3:30 P.M. to 4:45 P.M.— 5:00 P.M. to 6:15 P.M.
6:30 P.M. to 7:45 P.M.— 8:00 P.M. to 9:15 P.M.
9:30 P.M. to 10:45 P.M.

Fees—$3.00 per 1¼-hour period from 9:30 A.M. to 6:15 P.M. $5.00 per 1¼-hour period from 6:30 to 10:45 P.M.

AN ARTIFICIAL HILL

Ernie Craner

Excess fill from the street projects provided a hill twenty-five feet high with a coasting slope for two runways 150 feet long.

• In the flat, irrigation-reclaimed, desert section where Twin Falls, Idaho is located, there are no hills for sledding, skiing or bicycle coasting within eighteen miles. What to do then, in the heart of a country dedicated to skiing, skating, dog sledding, and which has a climate suitable to all of these activities?

We, of the parks and recreation department, came up with the answer—an artificial hill. City trucks dumped excess dirt and rocks from street projects, housing projects, and new water lines, into a remote section of one of the city's seven parks. Eventually, the fill provided a hill twenty-two feet high, with a coasting slope for two runways one hundred and fifty feet long. These slopes face the north, as they must in a section located geographically as we are in Idaho. Steps and guard rails were added on the short side of the hill and at the top, for the protection of the smaller children. One runway is straight with two large dips, the other is banked and so constructed as to provide a curved run.

The boys and girls use the snowslide in the summer months for bicycle and wagon coasting. In fact, I believe it is more popular for that use, because they ride their bicycles over the sides for the thrills. In the past year, we have hauled two loads of dirt and dumped them fifty feet apart at the base of the hill. The youngsters use the hill and the two mounds of dirt as they would a roller coaster. No accidents as yet.

We believe in a year-round program, both indoors and outdoors. We have the help of the school authorities and civic organizations; and we have a fine recreation commission which studies park and recreation problems and makes recommendations.

If a city does not have natural places for recreation, sometimes you have to make them. This has proven a successful undertaking for us.

AUTHOR *is superintendent of parks, recreation, Twin Falls.*

Street Sledding Procedures

In the City and County of Denver

BECAUSE of its geographical setting, Denver, Colorado, has hills with streets of sufficient slope to permit sledding; however, the rapid growth of the city, both in population and traffic vehicles, has caused considerable street overload. As a result of this, and through the solving of the traffic engineering program, many one-way streets and arterial ones crossing town have been developed, making it possible to use neighborhood streets for sledding.

Rather than be arbitrary in the selection of coasting hills, through announcement to PTA's, neighborhood papers, and the daily papers, it is made known that certain streets may be closed for sledding provided that the following four tests can be met.

1. The hill cannot be on a through street.
2. The hill to be barricaded must not intersect a through street at the end of a proposed run.
3. The street must not be on a known police or fire run.
4. The street must not be a bus run.

The petition attached is mailed to any interested individual who then circulates it. After the parks and recreation office has been notified that a street lends itself to coasting, evaluation is made on the basis of the above rules.

When the petitioners number seventy-five per cent of the home owners fronting the street, the petition is filed in the recreation office. The highway department is then notified of the locations which it is desired be barricaded and, following their approval, their men deliver barricades and night lanterns to the originator of the petition who then assumes responsibility for erecting and removing before and after sledding.

The hours during which sledding is permitted are as follows: 3:00 P.M. to 9:00 P.M. on weekdays; weekends and holidays 9:00 A.M. to 9:00 P.M. By using this control the night driving of cars tends to pack the snow, making it more ideal for sledding.

A very close liaison must exist between the traffic engineering department, police department and the park and recreation department. Once a hill has been approved for sledding, it is removed from the street-salting program—a common technique used for effecting the melting of the snow.

These procedures for street closing are quite sound. They put the responsibility in the hands of the neighborhood, and the petitions take the information to neighborhood residents. Getting this information into their hands is necessary in order to obtain the cooperation which tends to eliminate the hazards of street sledding. We do not permit, as a matter of unwritten policy, the closing of any street that has front drive garages; and once a street has been approved there can be no parking—as a safety measure—during the hours of sledding. With these techniques, we have used twenty-six streets, varying in length from one block to four blocks, and have had no major reportable accidents during the hours of sledding operation.

We find that the individuals most likely to circulate and complete the details for petitioning are members of PTA's, Boy Scouts, civic groups or similar groups that have service in mind.

Before such a proceeding as outlined has been initiated, be sure to check for ordinances which will establish police and court power for prosecution of those who might violate the restricted use of the streets.

Forms Used

Information To Those Interested In New SLEDDING Areas

A street may not be petitioned for sledding if it is: (1) a through street; (2) intersects a through street; (3) a bus route; or (4) a police and fire run.

A street petitioned for sledding must be approved by seventy-five per cent of the home owners fronting it.

All sledding areas must be approved by the Traffic Engineering Department of the City and County of Denver. Petitions are mailed to those interested *after* this approval has been made.

To Traffic Engineering Department
From J. Earl Schlupp, Director of Recreation
Subject Request to Investigate Sledding Area

Please investigate the following area to be closed for sledding:
.....Street between .....
Avenue
and.....

Sledding Area Request

Date .....
Name of person making the request.....
.....
Address..... Telephone.....
Area:
Street or Avenue.....
(*Indicate "west" or "east"*)
Between what streets or avenues.....
.....
Message taken by.....
.....
a. Referred to Traffic Engineering Department .....
Date
b. Action taken by Traffic Engineering Department .....
Date
.....
(*Approved or disapproved. If disapproved, state reason.*)
.....
c. Petition Sent.....
Date
Petition Received .....
Date
d. Highway Department notified.....
Date

Winter fishing is popular. Ice-Fishing Derby on St. Clair Metropolitan Beach, Michigan.

Town and Country WINTER DOINGS

Help yourself to an Idea!

Snow Frolic

A UNIQUE FEATURE of this affair in Providence, Rhode Island, last year was a *snowball hunt*—open to all boys and girls between the ages of five and ten years. Each contestant was required to look for hidden clues without assistance. These were concealed in artificial and genuine snowballs—some clues being false and others true—to guide contestants to the "jack pot." The course of the hunt was marked with a Santa Claus, Christmas canes, wreaths, snowmen, Christmas bells, reindeer and arrows.

A *snow man contest* went on simultaneously and a contestant was not allowed to participate in both events. Classes and rules were as follows:

1. *Midget Class*, ages five to seven years—Parents may assist their children as a team, that is—father and son, or mother and daughter, form team. Team shall work together.
2. *Junior Class*, ages eight to ten years—Adults may not help with actual modeling of snowman, but may give advice.
3. *Intermediate Class*, ages eleven to thirteen years—Contestants are forbidden to receive help or guidance from adults.

A. The contestants must bring their own tools, such as wooden paddles, pieces of tin, pocket knives, decorative paraphernalia and any other tools necessary to fashion and shape snowman. No shovels, forms or casts are permissible.

B. The department of recreation shall supply artificial snow, if no snow is to be had, also shall provide water, water pails, water barrels, colors and brushes to paint the snowmen.

Scoring basis: height—30 points; appearance and proportions—40 points; design—20 points; originality—10 points.

Santa Claus was among the Snow Frolic guests, and presented a candy cane and a balloon to each boy and girl.

Prizes for all included a surprise for the winning dad and mother who took part in the *snowman contest.*

Some Enchanted Evening

An outdoor winter carnival, accompanied by lights, music and the ring of steel on ice—and you would hardly have guessed that you were in the heart of New York City. This spectacle-under-the-stars was put on last year through the cooperation of a newspaper—New York *Daily Mirror*—and the department of parks, and could well serve as a pattern for other large communities. The Wollman Memorial Rink, scene of festivities, is an artificial rink, of course, which was donated to the city by Miss Kate Wollman. (See page 538, March 1951 issue of RECREATION).

The program of the gay outdoor festival included not only a costume parade and championship races for teen-agers, but dazzling performances by well-known skating stars. Plenty of action was contributed, too, by the junior Rangers and Rovers hockey teams. Prizes were given to the winners of events, and for various categories of costumes.

Jack Frost Carnival

The park board in Fargo, North Dakota, issued a pamphlet on skating, last year, entitled *To Your Health for the New Year 1952*, in which they they announced their annual ice carnival, for February 7 to 11, as follows:

Few may realize that this production is under-written by the Fargo Junior Chamber of Commerce. Last year, the first number in the program incuded more than a hundred beginning skaters. Like the Fargo-Moorhead Civic Orchestra, the Fargo-Moorhead Community Theatre and the several choruses, citizens of the community are joining in this ice revue to produce first class entertainment for many out-of-town visitors and ourselves. Those who give of their time and skills are blessed by rewards of generous cooperation. Such activities build a better city. . . .

Why not avail yourself of the chance to skate as you like it? If you are between the ages of three and eighty you are qualified. There is provision for all tastes and all abilities.

White Falcon Ski School

If the head of the lakes does not produce an Olympic skier or two within the next few years it will not be the fault of the recreation committee or the famous ski club of Fort William. This district claims to have the finest skiing terrain in Ontario.

Last year the Civic Recreation Committee and the Fort

William Ski Club, with some assistance from the Community Programmes Branch of the Department of Education, Toronto, cooperated to provide ski instruction for the city's school children on seven Saturday mornings.

Early in the year circulars with registration forms were sent out to all the city schools. Bus schedules were arranged by the Civic Recreation Committee and the children were picked up at various points. A mixed load of children and skis is apt to be unmanageable so a parks board truck was used to transport the skis. Each instruction period lasted from three to three-and-a-half hours. In order to sustain the initial interest throughout the course, a cup was given to the school with the best aggregate attendance, in addition to the individual proficiency awards.

Fort Williams's fine ski club, on the wooded slopes of 1000-foot Mount McKay, is an inspiring locale for these classes. The club is within a few minutes of the city limits and is equipped with tows and a modern clubhouse. Two of the most successful Dominion Ski Championship meets have been held there, 1939 and 1949. The club's pro, Bob Morgan, lent his talents to the school and eight of the members served as voluntary instructors. About 150 boys and girls attended the White Falcon Ski School last winter.—Reprinted from *Community Courier*, November 1952.

A New Wrinkle

A new wrinkle in tobogganing, in Minneapolis, Minnesota, is to use inner tubes which are inflated to near capacity. This is a new, novel and safe way to have fun in the snow, and the spinning motion of the tubes on the slick hill adds to the thrill of sliding. (See picture on page 352.) The sport is sponsored by the Suburban Recreation Association.

Operation Noranda

Nearly 500 miles north-west of Montreal, Quebec, in the heart of Canada's northland mining country, a novel experiment is taking place which may set a new trend in the realm of industrial recreation. Here, in the City of Noranda, is situated one of the world's greatest copper-producers, Noranda Mines Ltd. Also in this district are some of Canada's most famous gold mines and a number of smaller mining properties.

Over a period of years, Noranda Mines Ltd., has built many recreation facilities for the citizens of Rouyn-Noranda. Early in 1950 work was commenced on the Noranda Recreation Centre which is rated one of the finest in North America. It contains a complete arena with artificial ice and a seating capacity of 2500; a beautiful curling unit with six lanes of artificial ice; a modern fully-equipped gymnasium; and many other areas and facilities for social, cultural, educational and recreational activities. The total value of this immense recreational development is estimated at more than two million dollars.

The Noranda Recreation Association was formed and incorporated as a non-profit-making service organization to administer the affairs of the Noranda Recreation Centre. The Centre as a whole, together with its various outdoor extensions, was placed at the disposal of all citizens in the community with no distinction drawn between employees and non-employees.

Ordinarily an industrial recreation department attempts to serve only the recreational needs of employees or their families. In the Noranda set-up it was felt that it was necessary to serve the entire community in order to effectively serve any one part of it. Noranda Mine officials recognized the fact that work alone divided employees from non-employees and that no boundaries existed in the social, cultural and recreational life outside of working hours.

A highly qualified staff of experts was recruited to head up the various major departments which were established. The total full-time staff numbers twenty-one persons, and many part-time helpers are employed. In addition, a host of volunteer leaders give assistance with the various aspects of the diversified program.

A tremendous year-round indoor and outdoor program has been organized, which reaches into every home in the community and includes almost every phase of social, cultural, and recreational life. The Centre operates year in and year out, sixteen hours per day and seven days per week.

In order to finance this ambitious undertaking, basic membership fees are charged to most individuals and groups making use of the Centre facilities. Exceptions are made in the case of certain charitable organizations and there are no charges for a number of community-wide activities.

Ski-joring, carefully supervised, can be added to your fun. Try out on snow-covered surface of frozen lake or along a snow-packed country road. Scene is from Ontario, Canada.

The basic fees have been kept as low as possible to encourage maximum use of facilities and participation in activities. Additional revenue is raised through the promotion of spectator-sports and other special events on a commercial basis and the operation of snack bar concessions.

Revenues derived from the commercial enterprises go toward meeting the deficits incurred in the promotion of participant-activities. All remaining deficits are covered by Noranda Mines Ltd. — Reprinted from the *Community Courier*, February 1953.

Coasting is always enjoyed, be it on tin plates, inner tubes, steel runners or on toboggans.

Today's Wint

THE ENFORCED idleness and indoor life of the "snow-bound" communities of yesteryear are at an end, and outdoor winter sports activities have taken over. Skill, variety, and health, have increased proportionately as, today, these same communities boast of winter sports areas and facilities. "Snowtrains," bristling with winter equipment and enthusiastic weekenders and vacationists, unload in the small mountain communities, and in state and national parks and forests. Resorts, such as Sun Valley and Lake Placid, are well established; and winter sports have become "big business." They are here to stay. When the snowflakes refuse to fall, activities are continued in new outdoor and indoor rinks and ice palaces. City parks play areas are, wherever possible, taking steps to accommodate local enthusiasts.

On these pages appear a few of the many sports that lure our population into the winter out-of-doors.

Artificial snow is supplied youngsters by the San Gabriel Recreation Department, California, for "real snow" event.

Stunts and novelties are a part of the ice carnival in Merrill, Wisconsin. See story of this program on page 338.

Group in Wolf Creek Pass, Rio Grande National Forest, Colorado. Shelter houses provided skiers in national parks.

ctivities

he Dog Sled Derby in Manitowoc, Wisonsin, brings out admiring spectators.

Group skiing through the bush as practiced in Beaver Valley, Ontario, is a popular part of the northern season.

Snowman building contest in Central Park, New York City. This annual activity is sponsored by the park department, and New York *Daily Mirror*.

now sculpture of pioneer covered wagon, built at Sun Vally where an unusual variety of outdoor sports is offered.

Sledding on Olympic Bobsled Run, Lake Placid. International competition brings people from afar to watch the contests.

Curling, which is a fine family game, probably attracts more participants than any other winter sport in Canada. Note pebbled surface above.

"The ROARIN' Game

C. Lorne Davidson

THE ORIGIN OF CURLING is unknown. Many countries claim credit for its creation. Chiefly among these are Scotland and Flanders. However, there is no evidence that this sport was enjoyed in any part of the Netherlands before Scotland had raised curling to a major sport. While workmen were draining a pond near Dunbane about sixty years ago they came upon a curling stone containing the date 1551.[1] In the tongue of the Scotsmen the stone is referred to as the "stane." For some time it was customary to refer to curling as "the game of lawn bowls played on ice." Many verses and songs have been written about it such as the following:

THE MUSIC OF THE YEAR IS HUSHED

The music of the year is hushed
  In bonny glen and shaw, man,
An' winter spreads, o'er nature dead,
  A winding-sheet o'snaw, man;
O'er burn and loch the warlock, frost,
  A crystal brig has laid, man,
The wild geese, screaming wi' surprise,
  The ice-bound wave ha'e fled, man.

Up, curler, leave your bed sae warm,
  And leave your coaxing wife, man,
Gae, get your besom, trickers, stanes,
  And join the friendly strife, man;
For on the water's face are met,
  Wi' mony a merry joke, man,
The Tenant and his jolly laird,
  The pastor and his flock, man.

The rink is swept, the tees are marked,
  The bonspeil is begun, man;
The ice is true, the stanes are keen;
  Huzza, for glorious fun, man,
The skips are standing on the tee
  To guide the eager game, man;
Hush, no a word—but mark the broom,
  And take a steady aim, man.

Here draw a shot—there lay a guard,
  And here beside him lie, man,
Now let him feel a gamester's hand,
  Now in his bosom die, man.
There fill the port, and block the ice,
  We sit upon the tee, man;
Now tak' this inring sharp and neat,
  And mak' the winner flee, man.

How stands the game? It's eight and eight:
  Now for the winning shot, man,
Draw slow and sure, the ice is keen,
  I'll sweep you to the spot, man.
The stane is thrown, it glides alang,
  The besoms ply it in, man,
Wi' twisting back the players stand,
  And eager, breathless grin, man.

A moment's silence, still as death,
  Pervades the anxious throng, man,
Then sudden bursts the victor's shout,
  Wi' hollas, loud and lang, man;
Triumphant besoms wave in air,
  And friendly banters fly, man,
Whilst, cauld and hungry, to the inn,
  Wi' eager steps, they hie, man.

Now fill ae bumper—fill but ane,
  And drink wi' social glee, man.
May curlers on life's slippery rink
  Frae cruel rubs be free, man,
Or should a treacherous bias lead
  Their erring steps a-jee, man,
Some friendly inring may they meet
  To guide them to the tee, man.[2]

The standard stone used today weighs forty-four pounds, is thirty-six inches in circumference and four-and-a-half inches in height (maximum measurements). If a stone is broken during a game no substitute stone is permitted, the largest fragment being used in its place. The stone is delivered by means of a handle, counter sunk in the top surface of the stone.

[1] *Encyclopedia of Sports* by Frank G. Menke. Copyright 1944 by A. S. Barnes & Company, Incorporated.

[2] *Curling — The Ancient Scottish Game* by James Taylor, D.D. Copyright 1884 by William Paterson, Edinburgh. Page 372.

The game is played on ice, the total length of the rink being forty-two yards. The ends of the rink are called hacks. This name comes from the foot holds which are hacked ont of the ice.

The teams are made up of four members, and each player curls two stones alternately with his opponent. The player in position in the hack swings the stone back clear of the ice and delivers it by a follow through, letting it skim the ice surface. At the instant the player releases the stone, the handle is allowed to take a slight turn, either an in-turn or an out-turn; this imparts the curling action, which is a long curve. The amount of force put into the shot depends upon the orders of the "skip," and the condition of the ice.

Each team consists of a lead man, usually the novice of the team; No. 2 man who plays second; No. 3 who is next to the skip in proficiency; and the skip or captain of the team. The skip figures out the plays and designates with his broom where he wants the stone laid. He calls for either an in-turn or out-turn, a running shot, or a guard. He then holds his broom on the ice for the player to shoot or aim at. He will designate, by calling, what weight he thinks the play needs, that is, the force the player is to put into the shot.

The broom, or besom, is an essential part of the game, being used by the skip and also by the other players of the team who sweep ahead of the stone upon orders from the skip. This action is said to create a vacuum in front of the moving stone, thus enabling the shot to travel a greater distance. This matter is sometimes disputed by players and has even been scientifically experimented with. However, there is no substantial evidence for or against the sweeping. One thing that players are sure of is that it keeps them warm and active when they are not actually making a shot.

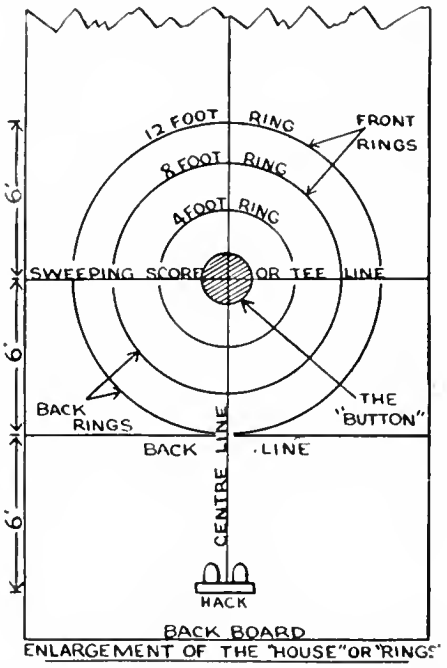
Sixteen stones constitute an "end"; and after all sixteen have been played the score is determined. The target is called the "house," and each stone laying within the house, and not cancelled by an opponent's stone laying closer to the center, counts a point. A game consists of ten or twelve ends. In the case of a tie score, an extra end is played to determine the winning team.

The ice is kept scrupulously clean, as level as possible, and is pebbled. This latter process is very important. The operation consists of spraying warm water on the ice surface. The spray is put on with a pebbling can held by the ice-maintenance man who walks backwards down the rink swinging the pebbling can in wide, rhythmic arcs, thus spreading the spray uniformly from side to side. The particles of spray contacting the ice form ice knobs or pebbles on which the stone rides. This enables the player to control his stone and imparts the necessary "curl" as it slides or rides on the ice.

The game of curling came to the North American continent about 1807. It was most popular in the United States, but soon caught on in Canada, where it now has a greater following. Probably the most outstanding United States curling team is the Utica New York Curling Club who have been winning since 1882. Curling is also widely popular in the state of Minnesota, and is played by large numbers of men and women.

The most outstanding Canadian teams are: Hamilton Thistles; Torontos; Toronto Granites; Galt Curling Club: Lindsay Curling Club; Montreal Thistles; Winnipeg Granites and Carleton Curling Club of New Brunswick. Women's teams noted for their curling are: Toronto Queen City Curling Club; Stratheomas of Winnipeg; and Dauphins of Dauphin, Manitoba. Since 1888, Canadian and United States teams have been playing for the coveted Gordon International Medal. The Canadians have been more victorious with a ratio of two-and-a-half victories for each defeat.[1]

Lethbridgeites are enthusiastic curlers and, prior to the opening of the new Ice Centre, in 1950, curlers could be seen on natural ice sheets whenever weather permitted. Lethbridge, being situated in Southern Alberta, is subject to very sudden and extreme changes in weather during the winter months, thus natural ice could never be counted upon to be available. Since 1950, with the use of the new Ice Centre, the game has increased its following, with some eight-hundred to nine-hundred boys, girls, men and women



ENLARGEMENT OF THE "HOUSE" OR "RINGS"

now playing. The game of curling is rated as the winter sport having more players than any other, with some 1,500 clubs in Canada from coast to coast.

The word given to curling tournaments is "bonspeil" and means good play or a good game.

The Shirtsleeve Bonspeil is one of the most popular events of the winter season, with players from all over Southern Alberta taking part. This is one of the largest bonspeils in western Canada and is the only one where all of the players are housed under one roof, as most large bonspeils are held in a series of rinks throughout the town or city in which they are being played.

In February 1951, the Twelfth Annual Shirtsleeve Bonspeil was the first to be held in the new Ice Centre, ninety-

MR. C. LORNE DAVIDSON, *the author, is superintendent of recreation in the city of Lethbridge, Alberta, Canada.*

nine rinks taking part. Since then the thirteenth and fourteenth annual 'speils have totaled 128 rinks each season. A rink is comprised of four men, thus these events have attracted 396 to 512 persons. The shirtsleeve event lasts for six days, with play usually starting at eight o'clock each morning and the last draw commencing about midnight. Each draw takes approximately two hours to play, thus activity during these six days averages about eighteen hours.

The ladies of the Lethbridge Curling Club hold an annual bonspeil, and in the first season of the Ice Centre operation held the largest of its kind in Southern Alberta, with thirty-eight rinks participating. In 1952 only thirty-five rinks entered; however, in 1953 the all-time record of forty-six rinks took part in the Sixth Annual Ladies 'Speil.

Another enthusiastic group of curlers is the junior club of high school students. Their 'speil is usually held during the Christmas holidays. Thus, other than the week of the official opening of the Ice Centre, when the president of the Lethbridge Curlers Club held the opening bonspeil, the youngsters participated in the first 'speil ever held in the new winter playhouse. The first junior three-day 'speil drew forty-one rinks from Southern Alberta. Since then they have had two more very successful 'speils. The junior event to be played during the week of December 28 this year will be the Seventh Annual Junior Event.

However, members of organized curling clubs are not the only persons interested in the game. In some centres of Southern Alberta curling is taught to the school children on the outdoor playground rinks. For this purpose, a four-pound jam can is filled three-quarters-full of concrete. This is a good weight and is used in place of a curling stone. The lip of the can is suitable for a grip. Using this equipment and old brooms, or no brooms at all, the youngsters learn the principles of the game. It is not necessary to paint the ice for a mark to shoot at; but, as in lawn bowling, a jack or can or any other marker can be used. The youngsters form teams and play—usually on Saturday mornings. In this way interest in the game is stimulated, and by the time high school is reached the youngsters are well adapted to the basic fundamentals and usually very enthusiastic. This coming winter, five of Lethbridge's nine playgrounds will be sites of this type of activity.

Even though Lethbridge is a small city with a population of twenty-five thousand, it is not to be outdone where recreation facilities are concerned. The new Ice Center is one of the largest of its kind on the North American continent. The ice palace has 38,000 square feet of ice surface or the equivalent of sixteen curling sheets. It is a curlers' and skaters' dream, is equipped with dressing and locker rooms, lunch counter, spacious heated lobbies and a mezzanine lounge. The loud-speaker system will reach anyone in the building. Curlers and skaters are assured of perfect ice, as automatic equipment constantly keeps the ice temperature steady. Thus it is little wonder that the citizens of Lethbridge, from Junior to Grandad, are enthusiastic followers of the "Roarin' Game."

Reading for Pleasure

Karl S. Bernhardt

It's amazing how few adolescents read books for pleasure. I haven't any reliable statistics to quote, but in interviewing adolescents I have found a large number who read books only because they are required to by their teachers, and then most of them find it a burden, not a pleasure. I can't help but think that there was something wrong with their introduction to books.

Some children develop an abiding love of books. These children are introduced to books early. Their parents usually love books, and long before the children have learned to read, they experience the joy of owning and using picture-books and of hearing stories read to them. All children like stories, and when they realize that most stories come from books, they are ready to explore the wealth of fiction that books will provide as soon as they can read for themselves.

Some parents succumb to the temptation to exhort their children to read "good" literature and not "trash." The difficulty is that the children are enjoying what the adults label trash, and so such exhortations succeed in making the "good" literature forbidding. It seems important for the child to sample a variety of books so that he can gradually develop his own standards of taste and preference. He may concentrate on the comic book for a time, but if other types of literature are readily available he will try them too, and the chances are that he will discover much of interest and pleasure. Reading "good" books should not be a duty or a burden but a joy. Perhaps the greatest influence in this regard is an atmosphere in which books of all kinds are accepted as a pleasant part of living.

While no other reason is needed for helping the child to acquire a love of reading than the pure joy and pleasure he will receive, there are other values which might be mentioned. Books help to develop the imagination and widen the horizons of the child beyond the seen and the heard. Books are a storehouse of knowledge and the child can learn much about the world and people from his reading. Reading can become a very healthy form of relaxation, a way of using part of his leisure time, a habit which can be continued throughout his life. Living can never become dull and commonplace for the individual who can explore new realms of human experience through the pages of books. Reading stimulates intellectual growth and provides material for thought; it provides the material for the building of ideals, ambitions, and attitudes. Reading should make schoolwork more interesting and richer in content. These are some of the many reasons why it is worth the time and effort of parents to help their children develop habits of reading for pleasure.

Excerpted from *The Bulletin* of the Institute of Child Study, University of Toronto.

SKIING-

As a Community Activity

James F. Herdic, Jr.

A FEW INTERESTED people gathered, in the early fall of 1951, to discuss the possibility of having ski lessons for the children in hope that some day Rutland, Vermont, will be the most ski-minded community in New England. We might even produce another Andrea Mead, who is the only woman to win two gold medals in winter olympics. Anne and Joe Jones, who have won many races themselves, volunteered along with a few others to instruct each Saturday. Anne is best known for having come in second in the National Downhill at Stowe, Vermont, and for being a member of the international ski team for four years. Joe, in addition to being ski coach at Middlebury College for a number of years, was the fifth American in the National Giant Slalom last year.

Rutland, in the heart of the Green Mountains of Vermont, is situated some nine miles from Pico Peak, which until three years ago created a transportation problem for the children of the community who wished to ski. It was in the winter of 1951 that the recreation department secured permission from the Rutland Country Club to use their property for skiing.

The first season was primarily designed for beginners from the ages of four through fifteen. As the season progressed the children were divided into more advanced groups according to their ability. The instruction took place at the country club every Saturday morning from ten to twelve, under the able guidance of at least six volunteers.

With an enthusiastic beginning, it was easy to arouse interest the following fall. The advanced skiers were our major problem as they had developed to a point where they were ready for the hills of Pico. Andrea Mead and her husband, Dave Lawrence, another Olympic skier, who are also the present owners of Pico Peak, came to discuss how they could help with the program. They offered to instruct the advanced skiers in racing techniques, at the same time the beginners and intermediates were being instructed at the country club. Their classes would take place at Pico, which again created the transportation problem. A group of parents were organized to provide transportation each Saturday morning.

Dave and Andrea felt that we could add a little interest by showing movies and having a well-known skier, besides themselves, give a talk on skiing. It wasn't more than a few days when Dave called and said he had lined up Stein Erickson, Olympic champion from Norway, and one of the top skiers in the world, to show colored slides and give a talk on the 1952 Olympics. So it was the last week in November that the show was put on in the high school auditorium. There were over two hundred in attendance at a cost of seventy-five cents per adult and fifty cents per child.

It was here that the superintendent announced our plan to have a series of pre-season clinics to be conducted by Andrea and Dave Lawrence, and Anne and Joe Jones. These clinics were held at the recreation center and attended by over one hundred children. You may wonder why we needed these clinics, but the instructors wished to classify as many children as possible and to teach them how to care for their equipment. Ski equipment is expensive, but will last a long time if proper care is exercised. A ski boot and ski exchange was established by the recreation department whereby the children who outgrew their boots or skiis could turn them in, put a price on them, and buy another used pair that would fit them. The parents were particularly happy to hear about this as it has saved them many dollars.

We were very fortunate this past season that the snow came immediately after the termination of the clinics, so the children were raring to go. Our first class for beginners and intermediates started on Saturday, December 11, and continued regularly until the middle of January, when the snow left us. Pico had skiing until the middle of March, so the advanced were fortunate.

The chamber of commerce has conducted, for the past three years, a winter carnival over Washington's Birthday weekend. It is the climax of our lessons. During this elaborate affair, which includes college hockey, an ice skating show under lights, a sugaring-off party, torchlight skiing, carnival ball and queen contest, our skiers compete in the respective classifications. The beginners have a very simple slalom with only a few gates, the intermediates have a more advanced course, and the advanced must compete over a very difficult course at Pico. The advanced skiers are also invited to participate in the torchlight parade which is the opening ceremony for the carnival.

We are proud of the fact that our rates are only ten cents a day for children, and fifty cents for adults, and that the tow is a self-supporting proposition. This past season, for example, we took in $102.50 and our expenses were $96.50. These expenses included a new rope and a general motor overhaul.

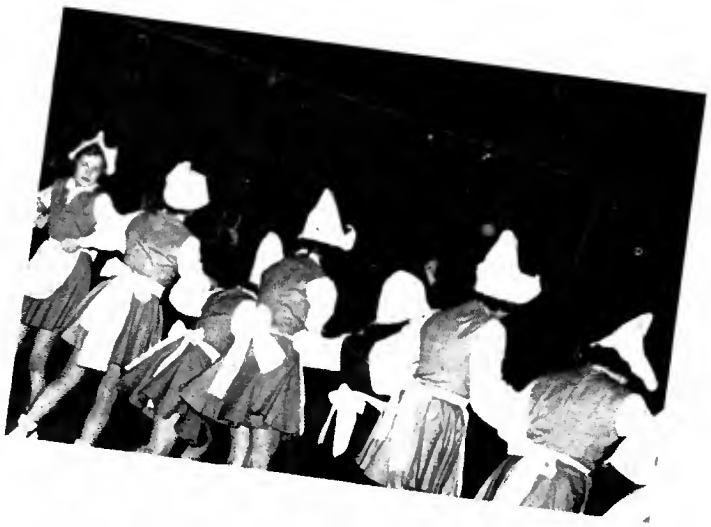
With all this skiing instruction, plus the availability of the recreation department's ski tow at the country club, there are many children who have developed into first-rate skiers. This may sound as though our interest is to develop only top-grade skiers, but it isn't. What we hope to accomplish here in Rutland is to interest as many children as possible in this activity, as it is one of the very few sports in which families may participate.

If you are located in skiing country, we suggest that you undertake a similar project, as it has proven one of our most popular activities, and has created a tremendous community interest.

MR. J. HERDIC, JR., *is superintendent of recreation, Rutland, Vermont.*

Charles Tinda

"Sombrero Senoritas," of the high-school group, begin one of their colorful skating routines around a huge sombrero.



Dutch girls perform a difficult wheel which is precision number of the show.

Matador taunts El Torro in bullfight on ice. Entrance made to music from *Carmen*.

When local organizations alter the schedules in order to avoid conflicts with recreation event, then it might be said th the event is highly regarded in the comm nity. The third annual ice revue was in an early stage preparation when the Lyons Community Center, New Yor began to receive inquiries concerning the scheduled dat Upon reaching this point, we felt that the revue had de nitely been established as a noteworthy annual affair.

The plans for the first show, in 1951, were made in a attempt to present a particular event that would contain a the essentials of a good recreation program. Creative recr ation, participation by a large group, child-parent partic pation (the making of costumes), cooperation and comm nity-wide interest were our aims.

The first one was hastily prepared, but the size of atten ance marked its success. The show presented in 1952 w vastly improved, with better costumes, and with lighting ar precision accentuated. Entitled "Mardi Gras On Ice," dealt with various themes around New Orleans.

Preparation for the 1953 revue began last fall, when was composed in its rough stages. Materials were collecte from any and every source. Organizations were solicite for old sheets, lumber yards donated thin strips of wood be used in the construction of props, construction cardboa and poster paints were given to the cause, thus leaving but few items to be purchased.

Casting time began in November, when an announceme was made at the school for all youngsters to sign up. The was a place for every youngster in the production, regar less of ability. Armed with the list of youthful aspirants, w then set about the task of assigning youngsters to certa numbers, according to age and ability.

The ice revue of 1953 was composed of three ma themes, Indian, Dutch, and Mexican. The tiny tots were a signed to the Indian number, the twelve- to fourteen-yea olds to the Dutch, and the high school group took part in t Mexican fantasy.

To give the performance a professional aspect, we ke the rink darkened before the opening number and betwee the acts. This facilitated the moving of props, and added a extra touch when the lights came on, revealing a colorf panorama of props and skaters. Panel entrances, construc

MR. TINDALL *is director of recreation, Lyons, New Yor*

PROGRAM

An ICE Revue

Medicine Man in the Indian scene.

d of colored cardboard nailed over a wood frame, offered he only illumination between acts. Indirect lighting was chieved by placing strings of Christmas tree lights beind a ardboard shield.

When all lights were turned on for the opening numbers, iewers gazed at an Indian village, complete with wigwams, otem poles, tom toms and, of course, Indians. The "dancng totem poles" were made from large sheets of cardboard, nabling a youngster inside the pole to move it about freely.)ne of our top young figure skaters appeared, and after naking several graceful turns, retired to the side as Santa Claus made his appearance. Santa pushed a huge giftbox, nounted on a wooden sled. After much ado; he opened the ox, and the twin Indian dolls within came to life. After kating with Santa, they led the tribe to a corner of the rink o await the entrance of the chief, who climaxed his rapid eaps and turns by leaping through a ceremonial mask. Mask was twelve feet high, made of cardboard.) After all ndians had taken their original positions, the rink was arkened and the prop men hastened to make the necessary hanges for the Dutch village. A windmill and a well were he main props here. The scene opened to find sixteen)utch girls assembled at various points in the village. One kater was decked out with the traditional yoke and water uckets. At a certain cue they assembled in the center of he rink and performed a Dutch folk dance on skates. (A nodified folk dance, of course, with some precision skating narking the close of the number.)

A huge sombrero (brim diameter twelve feet) was the ocal point for the first part of the Mexican scene. "The ombrero Senoritas," attired in red and white costumes perormed various formations around the hat before being oined by a figure-skating couple doing the "Blue Tango." 'he senoritas formed a background of colorful movement or the featured pair as they performed their flawless routine. Vhen the couple made their exit, the girls picked up the ombrero and found a pint-sized Gaucho under it. The lowning and chasing supplied the comedy for the evening. Vith appropriate recorded music from *Carmen*, the matador made her entrance. A bull stormed out and made several enacing lunges at the pretty matador. After some comedy, nd some fine skating by the matador, they mended their ifferences, and saluted the crowd as the lights were maneuered to form a brilliant spectrum on the colored ice. (Ice vas colored with poster paint.)

The day after the show, the community center received many offers of help for next year's production. One official of a box factory has offered as much cardboard material as will be needed for the next ice spectacle. The scope of the affair has grown to such an extent that we are now beginning the collection of materials and the construction of props. Lighting, props, and costumes are far more important than the ability of the skaters. To those who might be interested in starting an ice show, the following outline is submitted:

Assembling Cast and Advisory Staff

Both written and verbal notices will round up a large number of youngsters—far more than you think you can use, but try to find a place for every one of them. The larger the cast, the better the potential for a large number of interested adults.

Once the cast has been assembled, assign numbers according to age and ability. Your outstanding skaters can be worked into any group, however. You can now divide your show into various themes, or else have one main theme for the entire revue, and build the numbers around it.

Unsteady tots, attired in animal costumes or the like, will always be wonderful entertainment, so don't worry about a spill or two during the performance.

Girls in their early teens show a marked preference for precision numbers, thus military numbers are good. Solid colors in percale are good sources for costume material. Military hats may be made from construction cardboard, covered with metallic paper in the right color. Metallic paper is available at art school or supply houses. Plumes can be made from tufted crepe paper. Our Dutch costumes were fashioned from the military costumes used the previous year. Sleeves were removed, thus making vests, and the caps were made from old sheets, heavily starched.

The glamour spots are the proper place for the high school girls. A square dance, a series of simple skating routines, or even set-positions around colorful props will delight both spectator and participant. It is impossible to over-stress the "big three"—costumes, lighting, and props. The shortcomings in ability are helped immeasurably by a glittering scene.

At this point, I definitely want to encourage recreation leaders in the small communities. Don't let the scope of this event scare you. We too are faced with a very small budget,

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and we actually don't have any money to spend on our annual revue. Each youngster must pay for the material for his or her costume. Prop materials, cardboard, strips of wood, paint, and so on, can be obtained from merchants, factories and the like.

About the Rink

We operate and maintain our own ice rink, which is adjacent to the community center. This makes it handy in regard to our lighting effects and sound system. However, any outdoor rink can easily be set up with sound and lights. Your local fire department may have an emergency sound truck. All you have to do is furnish the records.

Some municipal recreation groups in large cities have access to indoor rinks, where artificial ice offers skating throughout the winter season regardless of the temperature outside. Having to depend on the weather is not the best advantage, but our rehearsals are held indoors when warm weather prevents skating. The indoor practice is a great help in teaching the youngsters their numbers. As a result, when they return to the rink, they have full knowledge of what they are supposed to do; from then on, it's a question of timing. In one way, having to overcome the drawbacks of an outdoor rink is a help. People expect perfection when watching a revue on an indoor rink, for there's nothing to impair the performance. Your local populace will be highly appreciative of your efforts when you present some entertainment that has had to overcome, among other things, the weather.

About the Lights

You must have good lighting in order to insure any measure of success for your production, so canvass all possible owners of floodlights, footlights, window display lights, and anything else that will help light your rink. If possible, try to have two or three switches that can vary the amount of light. This will give you those added effects. Light-masks, made with colored cellophane, can add some beautiful tones to the ice. (Paste or staple cellophane on one end of a hollow tube of cardboard. Slip other end over brim of light, taking care not to get the paper too close to the lights.

Try to have equal lighting around the rink, and avoid dark spots. One big spotlight for solo skating can probably be obtained from your local high school.

Acrobatic Stunts

Extreme care should be used here. Acrobatic stunts on ice skates are always thrilling, and can be worked in nicely with many themes, (for example, our Indian Chief last year leaped through a ceremonial mask) but they can be dangerous. Thus, anyone planning to perform any stunts should be an excellent skater.

Publicity

You will probably want to rely on placing posters in the store windows, so why not ask the art class at school to make them up for you? Try to have some photos available for the pre-revue ballyhoo. A photo of one of the local youngsters in a dazzling costume always adds to the write-up. Radio and TV, of course, can be used, so don't hesitate to send announcements to all surrounding stations. On the night of the show, have the sound truck go around town, an hour or so before the revue, reminding the citizenry of the event.

Recreation people are constantly searching for projects that will offer community cooperation, community participation and wide appeal. This revue is our number-one effort, and will continue to be so, until we find something else that will be talked about the year around.

Ice Broom-Ball Rules

The game is played on the hockey rink, using the hockey goals to score in, or an end line parallel to the goals.

Each player is equipped with a broom (an old broom is best). A volleyball, basketball, or soccer ball may be used.

No limit on the number of players on each side, but eight make the best contest.

The game may be played on skates or without skates. (For bigger boys or girls who are good skaters, it is a better game on skates.)

If the regular hockey goal is used, only one goal is necessary. If an end line is used, half of the players are guards and half are forwards.

The Game:

The ball is placed in center of the ice between two players, the same as in hockey. Then all players try to drive the ball to the opponent's goal.

Each game is divided into three periods of ten minutes each.

If the end line goal is used, the guards at no time cross the center of the ice, but may come up to the center, but when the ball is in their half of the territory, they draw back to their own goal line. No player shall cross the opponent's goal line at any time. If this does happen, the opponents shall be awarded one point.

If hockey goals are used, the one guard is stationed at the goal, same as in hockey. All other players may use all of the rink, and players may skate around their opponent's goal as in hockey.

Scoring:

Each goal shall count one point; and if the end line is crossed by an opponent in an end-line goal-play, it shall count one point.

There are no off-sides in the game; but on any bunched-up play, the referee stops the game and the ball is centered —with all players being at least ten feet away from the centering players.

Any rough playing may be penalized by taking the guilty players out of the game for the period.

From the *St. Paul Public Recreation Guide and Program, Fall-Winter 1953-54.*

A Unique Clinic is the Answer to Many Requests

A Christmas Institute

Centerpieces hold attention of four-year-old. Many children, attending with parents, watch.

Eivind Hoff, Jr.

IT'S NOVEMBER. Let's visit the Christmas Institute in Minneapolis where the park board's recreation division is staging its fifth annual workshop in advance of next month's holiday season.

Group leaders are here from all over Minnesota; scoutmasters, recreation leaders, school teachers and many more. There are even a few from Canada. Some have brought their groups with them. All hope to take home some new ideas for Christmas decorating.

This year's clinic is so big and so popular that officials have scheduled it for five days. Last year's three-day affair drew 1,352 persons. That was the biggest institute to date but this year's clinic looks like another record breaker.

We're in the Citizens Aid Building; and long work tables ank the walls of the main hall. On them are piled materials f all kinds. Behind them stand instructors ready to trans- orm the heaps of tinfoil, paper and sticks into attractive Christmas decorations.

Each table features a different type of ornamentation. As ve stroll by, we see Christmas candles being decorated, and ree ornaments in various stages of production.

Our hostess is Mrs. Alice Dietz, assistant director of recre- tion in Minneapolis, originator of the Christmas Institute n this city.

"The chief value of these clinics lies in educating new eaders and demonstrating new craft materials and new echniques," she says. "We believe this method the most ractical way to teach."

Mrs. Dietz's project grew out of a flood of requests di- ected to the park board in recent years to "send an in- tructor out to show us some Christmas craft work." When he calls for help reached major proportions in 1949, the lecision was made to establish a clinic where everyone who vanted assistance could obtain it simultaneously. It was elieved a mass get-together would be the best means of lispensing the desired information.

Only a registration booth barred our path as we entered he Institute. There is no cost to any visitor; nothing is for ale here. It's strictly a place to learn. Expenses for the ffair are borne three ways: the Minneapolis Park Board furnishes the instructors to demonstrate and advise; Frank- lin Cooperative Creamery, long a booster of service activi- ties in the city, buys all the materials; and the city's Volun- teer Service Bureau of the Community Fund takes care of invitations and registration, helping to build continued at- tendance.

Mrs. Dietz explains the history of the Institute as we ap- proach a long table behind which an instructor is tying a dazzling bow on a gift-wrapped package. Soon a visitor is invited to try it herself. She duplicates the instructor's work delightedly, tries it once more, and then makes a note of the type of material.

"That's a typical reaction," says our hostess. "There were only eighty-seven people at our first institute in 1949. We held it in this room. By 1952 attendance had reached almost 1,400 and we expect even larger crowds at this year's event.

"Last year's crowd was so big we had to use this large auditorium and two rooms besides." She pointed to the ad- joining cafeteria, "In fact, the fire department said the place was too full and forced us to open this cafeteria so the crowd could spill over into here."

About ten instructors are on hand at a given time to re- ceive visitors. All are park board personnel except two special handcraft teachers from a Minneapolis craft shop, who volunteer to assist since materials to make the favors are being shown for sale at their shop.

Around the room we pass tables covered with finished outside-the-door decorations, Christmas tree ornaments, place mats, centerpieces, textile paintings, food decorations, novelty gifts, costumes in construction, and we hear ex-

MR. HOFF *is a member of the Public Relations Staff, Board of Park Commissioners, Minneapolis, Minnesota.*

planations of new Christmas games.

On our right an eight-year-old stares unbelieving as an instructor carves an apple into a Santa Claus. This type of favor has proved a favorite embellishment for party table or mantle piece.

But the candle decorating table seems to be humming the most. Off the "production line" come white candles sporting green holly leaves, red berries and other gay ornaments. More candle ideas on display are: sequin designs pinned on a plump candle: foil fringes wrapped spirally around a tall taper: and tulle and sequin-tiered petticoats pinned to a candle.

Officials estimate that some fifty per cent of the visitors try their hand at making things right at the Institute. Mrs. Dietz emphasises the fact that the event is not an exhibit, but is a workshop where people may learn by doing.

Another interesting table at this November session is attracting visitors—making "Santa" favors from such common items as gumdrops, life savers, pipe cleaners, popcorn, wood, and glass. On the next table are piles of metal foil which are destined to become bird and butterfly figurines. Next we see four-foot-high Santas and Christmas trees sawed from workable sheets of the hardened chemical called styrofoam.

Fresh ideas for the Institute come from the park instructors who are constantly on the alert for new material. Magazines, newspapers, library books, and other printed materials are thoroughly searched, and friends who "know a special trick" often pass on valuable tips.

Shirley Hartfiel, a regular park board community center supervisor, describes the Institute as "work, but it's fun." Instructors, however, receive no pay for their extra effort.

Minnesota's blustery November weather doesn't seem to bother visitors. either. Veteran instructor Mary McKnight recalls the 1951 clinic which began in a snowstorm and yet was packed with visitors minutes after the doors opened. Keeping the scene of the Institute near the Minneapolis loop district and good transportation helps, too.

We're passing the stage now, where a half-dozen Christmas trees are gaily displayed in varying themes. Some are strung with fancy electronic devices, another has homemade decorations, and a third is hung with all-nations doll ornaments. Three dozen Christmas cookies and strings of popcorn cover another.

From time to time general announcements ring out over the public address system as our hostess directs visitors to a certain table for a mass demonstration. "It's impossible to demonstrate to everyone individually how to make these metallic foil birds," says Mrs. Dietz.

The Institute depends on the Twin City newspapers to carry its advance stories to state-wide readers, and television demonstrations previous to opening day are a "natural" for this kind of event. Officials have learned from long experience that you must advertise your project if it's to be a successful one. This must be done in addition to the mailing lists maintained by the Volunteer Service Bureau.

The Bureau adds each visitor's name to its list and sends notification to that person calling attention to the time and place of the next Institute. Visitors to other park-sponsored clinics, such as Halloween and Naturecraft, are also invited keeping the mailing list long and assuring large attendance.

Franklin Creamery foots a bill approximating five hundred dollars for materials used at the Institute each year However, Franklin is happy to help the park board with this and many other projects since the company long ago adopted a policy of turning its extra profits into a recreation sponsorship campaign for both youngsters and adults in the city.

Occasionally professional help is provided for the Institute by volunteer instructors from the University of Minnesota and the Minneapolis Art Institute.

Sessions run two-a-day (morning and evening). Some are for group leaders only, but most are thrown open to the general public. Also, one Saturday morning session is always arranged for old folks. Instructors report seeing many familiar faces at the Institute each year.

Gift ideas for people of all ages is a popular department. Gifts for fathers. however, seem to present the knottiest problem, so those in charge at the gift table make it a point to be especially helpful with hints for dad's present. Instructors find, too, that people like to learn about tree decorations which children will be able to make themselves.

We're back near the entrance, now. In fifty-eight minutes we've circled the hall. We've glanced into the special candy cup demonstration room, and looked at special Christmas patterns in another adjoining room.

Our hostess hurries over to say goodbye with a free Christmas craft book full of games, ideas for decorations, and Christmas card suggestions. Each visitor receives one. Further information is available at the Minneapolis Public Library, which lists reference books for visitors.

Like the average visitor, we hurried home, anxious to "try that paper Santa Claus ourselves."

Greeting Cards

Three years ago the UNICEF Greeting Card Fund came into being; proceeds from the sale of the greeting cards go towards UNICEF's efforts to help all the world's children. The 1953 designs were contributed by the brilliant English team of Jan Lewitt and George Him, and they show children at play in five UNICEF-assisted countries or areas around the world. Kite flying in Peru, climbing the greased pole in the Philippines, blind man's buff in Greece, hide-and-seek in the Middle East and hop-scotch in Pakistan are shown in dramatic colors.

A box of ten cards—two each of the five designs—either with *Season's Greetings* in the five official languages of the United Nations or blank for use as note cards, sells for $1.00 postpaid. Write to UNICEF Greeting Card Fund, United Nations, New York.

THE ART OF SNOW SCULPTURE

Snow sculpture has become increasingly popular through the years, and much can still be learned from the early experiences of its pioneers at Dartmouth College.

Eleazar, a colossal snow-sculpture masterpiece at Dartmouth.

IT IS HARD to guess when the invention of the primitive snowman took place, but it is safe to say that after its invention there was but little improvement until a revolutionary innovation at Dartmouth College brought the art of snow sculpture to greater perfection.

I refer to the ingenuity of some ambitious undergraduate who became tired of waiting for Mother Nature to produce the right temperature for making sticky snow, and went out with a garden hose to make some for himself. Simple as it was, this "invention" became the basis for what was soon to become an organized art, because this method allows the artist to manufacture material, much like plaster or clay, which goes by the name of slush. When you have access to slush, you are presented with a medium that will easily adapt itself to any subject that you wish to build, because it can be handled like clay and allows the snow artist to use an armature, or framework, such as sculptors use in their clay modeling.

The art no doubt flourished unrecognized for several years before the college took formal notice of it in 1927. In that year the Inter-fraternity Council offered a cup for the best work done for the carnival. In 1928, all the fraternities were requested to submit entries. In 1929, the Outing Club decided to make the statues a regular carnival feature.

That year also saw revolutionary development in figure work, for the fraternities decided that it was more fun to make people and animals out of snow than it was to spend a week building a Grecian doorway. Along with the growth in technical skill there came stronger competition, leading quite naturally to closely-guarded secrets as to the best way to build and preserve delicate works in snow and ice.

One of the earliest of these secrets was the idea of spraying the statue while in process of construction so that the finished work would be smoother and more solid. This was followed by the plan of spraying the finished statue to give it a glossy patina and to keep it from melting too easily. Student sculptors soon learned that after a statue made of slush was sprayed on a cold night it took on the appearance of having been carved directly out of solid ice. Another secret was a process of dyeing ice cakes for use as a colorful background or for the base of a panel in relief. By applying slush directly to the colored ice, interesting silhouette reliefs could be made which gave a unique cameo effect when lighted from the back.

Many people have inquired just how snow is made to behave—how it is made to stick. Wet snow clings to wet snow just as clay sticks to clay. When the slush is applied to the statue it quickly freezes hard; providing, of course, the

Condensed from chapter eighteen, "The Art of Snow Sculpture," by Dick Brooks, from *The Dartmouth Book of Winter Sports*. Copyright 1939 by A. S. Barnes and Company, Incorporated.

temperature is low enough to ensure this freezing. The trick is in moulding the wet snow before it has a chance to harden. Snow is as soft and pliable as clay at this stage; and, moreover, after it has frozen, it can easily be chipped, carved, and smoothed.

Methods of Building

The most common and easiest method of building is the wet snow idea. It is by far the simplest to use because it allows the artist to construct a solid prefabricated armature.

Some have had success using the method of piling up a lot of snow, wetting it, then letting it freeze until it becomes a solid block of snowy ice, which they then attack vigorously with an ax. The evident defect of this system is that there cannot be any armature for the support of the figure, and so the statue must be planned to support its own weight. Snow, especially after it has soaked up a lot of water, weighs almost as much as water itself—a cubic foot of slushy snow would weigh pretty close to sixty-two pounds. It can easily be seen that the weight-distribution of a statue has a lot to do with its success or downfall. That is why I am so strong for the plan of applying slush to a sturdy armature to assure good weight-distribution.

Good work has also been done on a small scale carving from cakes of solid ice, but this art requires considerable skill and patience on the part of the cutter, because one slip can ruin the work. Pure ice will split and crack very easily and without warning, whereas frozen slush seems to take on a very close grain which simplifies the subsequent carving.

Snow relief against a background of ice has already been mentioned. But what should be tried more often is the cutting of high or low relief directly from the snow block. With careful workmanship and proper lighting, unique and interesting panels can be made on which the artist can express himself with greater freedom than in full round figures.

Constructing the Statue

In order to illustrate some of the difficulties of snow sculpture, let me offer the story of the colossal "Eleazer Wheelock" that was erected on the Dartmouth campus for the Carnival of 1939.

It all began with the thought that we build a large, in fact the largest, snow statue ever sculptured at Dartmouth and perhaps in the world—a simple but memorable figure in the center of the campus. Eleazar, the founder of the college, seemed to be the most impressive single symbol of what we might call the Dartmouth "spirit," so we decided to glorify him. My notebook was cluttered with drawings of the figure from all angles. Gradually these rough sketches narrowed down to one particular pose. Then this sketch was drawn carefully to scale according to the size that we planned for the actual statue.

The next step was to fit an imaginary armature into the drawing. As shown in *Figure 1*, this armature was to consist of two four-inch pipes which would form the immovable triangle necessary to keep the figure from falling to either side. Then the boxes which were to make his rotund midsection hollow were fitted into the drawing, together with the extra pipe for his left arm. Without those boxes at the point where the figure would be heaviest, the statue would have been in danger of teetering either to the front or back. Therefore, we kept the center of gravity as low as possible for the sake of safety.

The boxes were planned on paper to give as much weight to the front as the back, the final exact balance to be watched for when we built the statue. The lattice work of the shoulders and head, and the extended arm, were then drawn in, together with a sketch of the flour barrel we would use as a base for the tankard which he was to hold aloft in a salute to the visitors. The completed armature on the drawing looked like *Figure 2*.

Applying the Snow

Once the scale plan for this elaborate construction was drawn out, it was followed very carefully on an actual small-

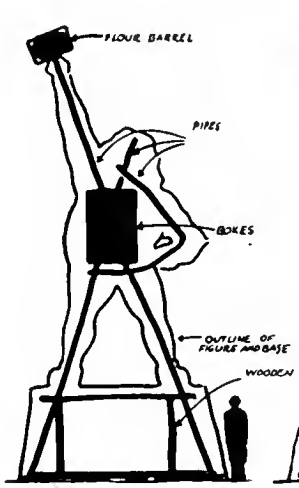

FIGURE 1

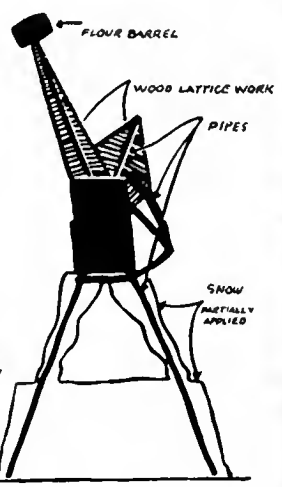

FIGURE 2

size armature for the clay model. The clay was applied to the model frame just as the snow would be to the full-sized armature when the time came, and the figure was developed in its entirety to be sure that the armature was the right size and exact shape to support the finished twenty-ton statue. Proportional measurements were taken from this clay model and recorded on paper for use during the construction.

Let me again point up the importance of building an accurate scale model. When you work in snow, you must work fast and cannot afford to make mistakes. By constructing this scale model out of clay, you can be sure that your armature will be suited to the statue that you plan to build, and you can get a fairly accurate idea of what your statue will look like. No matter how many good drawings you make of your statue, you cannot be sure how it will come out unless you can see it in three dimensions. The model will reveal the points where you will have the most difficulty when you get outside. My clay model of Eleazar was absolutely necessary because I could point out to those working with me just what they were doing and what the result was to be like. If your helpers are given a clear idea of what they are doing, there will be less time wasted by unnecessary mistakes.

In building this scale model you first make a suitable base ıd then fabricate the armature from wire and wood, and tach it to the base. Your drawing will have indicated the ope of the armature necessary, but in its actual three di- ensional construction you can visualize more accurately e requirements for the adequate support of every detail of e full scale statue. No rule can be laid down except to ake sure that no part of the statue shall be left to chance r its support and balance. Once properly designed and bricated, you can clothe this skeleton with modeling clay ıd be ready to go.

The snow came the night before we planned to raise the affolding and start work on the figure. We had previ- ısly erected the basic pipe armature and had frozen it lidly into a foundation of ice sixteen feet in diameter. he pipes of the structure were joined together with U bolts, hich make a fine joint when two pipes cross. Our wood embers were held to the pipes by rope lashings, which ecame immovable when cemented with snow and ice. A gular carpenter's scaffold was constructed sixteen feet uare and thirty-two feet high with plenty of cross braces ıd a large beam out over the top for hauling up snow. A pe was run from the front bumper of a car through a pul- y at the bottom of the scaffold, up through another at the p, and down to a large washtub at the base of the statue. hen the car backed away from the statue, up went a bucket slush.

Carving the Statue

We applied this first slush to the legs until they were built heavily to where the bottom of the torso boxes would me. Then we set the boxes in place, together with all the st of the armature, and were ready to work. Doing every- ing on a large scale, we used a three-inch fire hose instead the conventional garden hose for our water supply. With is and plenty of shovelers we kept a steady stream of wet ow going up in the bucket to the men on the scaffold.

In four days we had completed most of the work of apply- g the snow and had a tremendous block of ice that showed e general outlines of our figure. The hardest work was t to come, for now this great hollow snowman, thirty- ght feet high, must be carved into something that would semble Eleazar Wheelock.

We used small hatchets to do most of the cutting and iron ırrel staves as scrapers. On the whole, however, we left e statue with the original ax cuts on it because of the effect ven by the many small light-catching planes that resulted om the ax work. Also, the rough texture left by these cuts ade the statue appear to have been hewn out of a block of lid natural ice.

I strongly recommend this plan to anyone, whether he is ing to work on a large or small scale, because once he arts to smooth the whole thing down, unless he does an pert job his work will lose all its vigor and strength.

The Finishing Touches

When we were through with this tedious but essential task finishing up, we sprayed the whole statue with a light stream so that the very final touches could be given to the smooth finish. These being successfully completed, we took down the scaffold and with pardonable lumps in our throats chorused a lusty "Eleazar Wheelock" as the flood-lights il- luminated our "masterpiece." What greater thrill could any- one desire than to be able to step back from the white and glistening completed statue and be able to say that he had made or helped to make such a beautiful piece of work?

Ten small spotlights placed around the statue gave this ice a remarkable alabaster-like sparkle and added a great deal to its appearance.

The natural white brightness of snowy ice is very easily lighted; but care must be taken, if you are to secure the right effect, in exaggerating the various bumps and hollows of your work. The face of Eleazar appeared even more gro- tesque than we had molded it because the lights that shone on it were placed quite close to the base of the statue so the light directed up to his face gave the same effect that is secured when you hold a flashlight directly beneath your chin.

We have never regarded lighting as a serious problem. If the statue is well made it will look well no matter how it is lighted. In general, however, the strength of the lights should depend on the size of the statue and the placing of the lights should depend on the shape as well as the size of the figure.

But I definitely oppose the use of color either in the lights or the statues themselves. Snow is snow and it seems to lose much of its natural beauty when lighted artificially or stained with color.

Perhaps I can answer a few questions that might be asked about why our statue was such a success. We were very care- ful to keep the figure simple in every way and to concentrate on the powerful effect of our line and the solidarity of the mass rather than on the nice details that so often draw all the attention of the workers. We placed a great amount of em- phasis on the silhouette effect of the boundary lines of the figure when viewed from the front, making sure that these lines gave the correct life and expression to the statue. It is very difficult to keep away from the "snowman" effect with the conventional telephone pole legs and no action at all to the figure.

We were fortunate in having a natural dark background in the broad expanse of the campus. I would suggest that when no dark background is available the artist make one, because when there are even a few lights behind the work they will obliterate all the fine silhouette effect from the eyes of the audience. Few more suggestions could be made. The rest must be left to the imagination and ability of the artist.

"The bad features of snow as a material for sculpter- ing are that it isn't always available when you want it, and that often when it is, the weather isn't cold enough to freeze the modelled slush. The skier's prayer to Saint Peter should be extended for the benefit of the growing fraternity of snow modellers."—*Dick Brooks.*

Starting a Winter Sports Program

Jack Murray

WITHIN the past ten years, the interest in winter sports has increased so rapidly, that today most northern communities have some program of this nature in operation. If your community lies in the snow region, and your terrain is hilly, the people in your area can enjoy a season of skiing and tobogganing. The following are some suggestions that may help you set up your own program:

1. Find a slope that faces the north and has some trees (for shade and protection from the wind, which could blow much of the snow from the hill). This should start gradually at the bottom, and increase in pitch so that the steep part of the hill is at the top. This will enable the beginner to practice on the lower part of the hill.
2. After you pick your hill, find the owner and obtain his permission to use it; or better yet, get him to sign a lease for as long as you think you will want to use the area.
3. Organize a work project with help from the Boy Scouts and local organizations. Tell them to bring their axes, saws, hatchets, rakes and shovels, with which you can cut brush and small trees (providing you have the owner's consent), pick stones, fill holes and rake the entire area smooth, so that when the first snow arrives, you are in business. To create more interest in the project, you might provide a hot lunch, as we did with much success, having 140 children turn out. We also provided transportation and had the local newspaper take pictures.
4. Each year, plan on planting some type of grain on the slope to prevent erosion and save work in the long run.
5. The next thing to consider is a ski tow. I would hesitate to begin a program of this type without including one.

It is possible to buy portable ski tows today which come complete with rope, necessary gear and safety devices. They range in price from $300 to $600. For power, you may buy them with five- to ten-horsepower motors. These can be set up on a slope within one-half-hour and be ready to operate. We purchased ours with donations from different organizations that were interested in the project. During December, movies were shown of ski areas throughout the country, and membership in the local ski club was the price of admission. This brought more money into our fund. These movies, in color, are available to schools, recreation departments and ski clubs at very little cost, often for postage only.

6. After the hill is completed, with tow, and you receive your first snowfall, it is necessary to pack the entire slope with the help of your skiers. Have them ride up on the tow, and after reaching the top, tramp down by placing their skis parallel to the slope. This will pack the snow and make it easier to slalom (transverse the slope from side to side) and it holds the snow on the hill for a longer time.
7. If you want to light your hill for night skiing, which is being done at most hills now, you can borrow two or three lights from your local athletic fields, as we have done here. The cost is low for both the installing and the power.

To help your program to be a success, organize a junior ski club for the boys and girls in your area. Furnish, if possible, transportation to and from the hill, give them ski instructions, free use of the tow, and organize a ski patrol for safety.

In return, they can pack the slope after each snowfall, fill in the holes where someone has fallen and neglected to fill up the hole, keep skiers in line on the tow, pack snow on bare spots, and help you with many other things that will assure a successful program. The juniors appreciate the responsibility and will cooperate far better than older groups.

Your toboggan slide can be constructed easily enough by digging a trench straight down your hill, a few inches wider than your toboggan. Try and keep it as smooth as possible. It should be deep enough to assure you that the toboggans will not jump out of the slide. When digging this, allow enough room for the snow, which, when packed, will take up three or four inches.

We built our slide by having a bull-dozer dig a trench two feet deep. The dirt that piled up on each side was sufficient to keep the toboggans inside the trench throughout the winter's use. Keep your slide straight if possible.

In the fall of 1952, Reedsburg, Wisconsin, had a skating rink. This was the extent of its winter sports program. By December of the same year, it had the following: 800-foot slalom ski slope; 600-foot rope ski tow; ski trails for amateur and expert; portable shelter house; portable refreshment stand; toboggan slide, 400 feet long; seven eight-foot toboggans with pads.

This year's facilities will be: 1200-foot slalom ski slope; 1000-foot rope ski tow; more ski trails; permanent ski lodge with fire place and lunch counter; toboggan tow on toboggan slide; fifteen toboggans on hand.

It took plenty of work to obtain these things, but last year, when there were between seventy-five and one hundred cars at our hill—with people from six to sixty skiing and tobogganing—we thought it was well worth the effort.

MR. MURRAY *is recreation director, Reedsburg, Wisconsin.*

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Special Christmas Projects

American Airbase in England

Parcels for the Aging

THE APPROACH of the Christmas season brings the feeling of good will all men throughout the world. In eeping with this thought, the person- el of the Air Force at the Lakenheath ase were desirous of spreading a bit of hristmas joy and happiness into the omes of some people living in nearby ommunities. Their plan was to send hristmas parcels to needy old-aged ersons who were living near the Laken- eath Base. They desired that these arcels reach the homes of those most eserving and who would accept their t in the kind spirit in which it was in- nded. The parcels were delivered to e household of the selected person or ersons a few days before Christmas.

They called upon the officials of the Vomans Volunteer Service and the Vomans Institute, in approximately inety communities throughout the rea, by letter, with the result that their Project for Old People" was well- unched.

The preliminary planning was started October 1952, several meetings being eld with members of the above organ- ations and the British Legion. These rganizations immediately pledged eir cooperation and the Womans Vol- nteer Service led the way in the result- g action. They provided names of the ost deserving old people: and all erchandise for the project was pur- ased through the English market.

Each parcel contained: tins of cher- es, prunes, plums, steak and vegeta- les, chicken soup, jars of fruit salad, armalade, strawberry jam, pickles, ince-meat, malted milk, boxes of dates, gs, jellies, sixteen-ounce tin of ham, velve-ounce pork luncheon meat, two- pound Christmas pudding, half-pound of tea, one pound of biscuits, a bottle of ginger wine, fresh oranges, apples and walnuts.

Five hundred gift-hampers were prepared and delivered, with the following enclosed card:

3909th Air Base Group
R.A.F Station Lakenheath
Suffolk

To You This Christmas.

The hearts of men throughout the free world turn to spreading good cheer at Christmas. In keeping with this thought, the members of the American Air Force at R.A.F. Station Lakenheath wish you to accept this remembrance in the spirit of good will toward men.

It has been an American custom, a part of our English heritage, to express good will at Christmas by such a gesture as this. We wish you to be one to whom we express gratitude for your years of devotion to a free country.

May the blessings of Christmas and the New Year be yours during the coming year.

Sincerely,

Gerald G. Robinson

Colonel, U.S.A.F.
Commanding

Christmas, 1952

British newspapers were enthusiastic and gave high praise for American generosity in their write-ups:

> American airmen at Lakenheath have contributed so generously to their fund to provide Christmas food parcels for

Parcels for needy British oldsters being prepared by the servicemen at Lakenheath.

ized by Microsoft®

old people . . . that today, on the eve of delivery, the grand total stands at £1,075.

Gestures of this kind are not confined to American bases overseas. At airfields in the United States, it is almost traditional for the men to take good cheer, at Christmas, to children and old people living in the area.—Cambridge *Daily News*.

Bewildered, Mrs. S. Frost led the four young American servicemen, with the decorated box, into her small living room.

"This," said Sgt. H. J. Quigley, of the U.S. Air Police, "is a gift from the servicemen at Lakenheath air base. And we wish you a very happy Christmas!"

Mrs. Frost, eighty-two-years-old and white-haired, looked at the box lying on her table. She saw the oranges, nuts, the bottle of ginger wine, the ham and preserves, bottled fruit salads, the large Christmas pudding and other gifts.

"Is it all for me?" she whispered.

"All of it, ma'am," they told her.

She began to wipe her eyes with her handkerchief. It was as much as she could do to overcome her emotion and murmur, "A very happy Christmas to you—a very happy Christmas."

This was only one of many similar episodes on Monday and yesterday. The story of how it began is one which illustrates typically the generosity of American servicemen and their efforts to share the good things of life at this season.

It is a custom with the American services to reflect their own Christmas happiness upon those who live near their bases. —Bury *Free Press*.

The response to the Christmas parcel project was most gratifying and included scores of letters from the recipients themselves, sometimes hardly legible, but written painstakingly by anxious hands, and always moving pieces of correspondence. A few typical excerpts follow:

"Words cannot express my thanks to you and the airmen under your command for the lovely Xmas parcel which you have so generously given to me. I am a sick old-aged pensioner, so you will know how I appreciate it. I only wish that all my countrymen had spent a few years of their life in the U.S. as I have done and then they would appreciate what fine fellows that you are."

* * *

"I would just like to thank you for this lovely box of all good things. I was so done up I had to cry for joy. I am nearly seventy-eight and never did I have anything given me before; I don't know how to thank you enough. Sir, I do pray you may live many years and enjoy good health and happiness."

* * *

"My husband and I are both ove eighty-five and unable to get out at al We have never had anything like it b fore and it caused great excitement i our home. We wish you all a ver Happy Xmas and may God bless yo and keep you safe in this world trouble."

* * *

"Will you kindly express our mo grateful thanks to the airmen of th RAF Station at Lakenheath for the wo derful parcels of this morning. It is th best one we have ever had in the cours of a long married life—sixty-one-an a-half-years.

"We are eighty-seven- and eighty-fiv years-old now. My husband has to us two sticks and my sight is very din May I wish you, Sir, the compliment of the season and very sincere thanks t those kind young men. With happ landings."

* * *

"I am writing to thank you for th lovely parcel you sent me and my wif I will accept it in remembrance in th the spirit of good will toward men an especially the men of the USAF wh have done so much to help this coutr through."

Christmas Gifts From Cotton Bags —or other inexpensive cotton fabrics

Santa Claus is coming to town soon, and most of us still have much to do to get ready for that red letter day.

Why not help Santa out this year with a bag of attractive gifts that can be made easily and economically? Excellent things can be made from cotton feed, flour, and fertilizer bags.

Dolls and stuffed animals made from the colorful print bag fabric are certain to delight young hopefuls come Christmas, and are exceptionally easy on the budget. New prints are appropriate for making a wide variety of items from baby bibs to party frocks, while the fine white cambric of plain cotton sacks can be used for embroidered dish towels, pillow cases, place mats, and luncheon sets. (Or of course, these same things can be made of *any* gay cotton fabric.)

The one-hundred-pound cotton feed or fertilizer bag provides about one-and-a-third yards of material, enough for dozens of gift ideas. Clever items can also be made from twenty-five-pound flour bags, available in print patterns in many city grocery stores. Ripped, this size bag measures about 26 by 26 inches.

Preparing the bags for sewing is a simple process. The chain-stitched seam rips out in a jiffy when the thread is clipped in the corner. Band labels, or trade names printed in washout inks, come off easily when the bag is soaked in water.

Attractive Christmas stockings and coolie hats are but two of the many possible projects that can be completed quickly by hand or machine.

Child's Coolie Hat—Cut two circles of cloth, 14 inches in diameter. Make tw inch dart at edge and taper to cent to make hat pointed. Cut one 14-inc circle from cardboard. Clip from edg to center, and lap to make point. F circles together over cardboard, stretch ing and pinning at edge to remov slack cloth. Bind edge with bias tape Tack bow made from tape at point o top. Fold 60-inch strip of bias tape to gether, stitch, and tack center at insid of point for tie.

Christmas Stockings—Use hose for pa tern. Lay on printed or plain cotto bag material, double thickness. Allow ing extra room for toys, cut to any de sired length. Sew around, leaving to open, and turn. Cut plain colored cu to fit top of stocking. Sew with righ side to inside of stocking so that sea will be underneath the cuff. Write an embroider child's name on cuff. Add Christmas bell and a loop for hanging

Special Christmas Projects

The Shoe and Stocking Project

Robert A. Lobdell

THIS PROJECT was appropriately planned as a Christmas present to se in need. As with most new ven- es it started without much thought en to ways of determining the true d of the recipients. As years went however, better techniques were eloped until, at the present, it is a l-organized activity closely coordi- ed with other agencies in the com- nity that are in a position to lend fessional assistance in individual e investigation.

What is it that holds a group together r a long period of time? This ques- n has come before us many times in nking of clubs and other organiza- ns, and as to what can be done with- a group to mold it into a closely knit t for accomplishment.

Time and time again we all have sat at meetings of various clubs where principal subject of discussion has n, "What can our group do in the y of projects to make our member- p feel that it is performing a worth- ile service to both the community l its members?" You will agree that organization that is merely a talk- group has very little chance of long- ge success. An example of a project ich has served to hold together such roup is the Shoe and Stocking Fund the Downtown Kiwanis Club of ansville, Indiana. This is not neces- ily closely coordinated to recreation ivities in a specific sense, but the phi- ophy behind the project and its thod of operation presents tech- ues of group organization which may readily be adapted to group opera- tion in the recreation field.

Some twenty-four years ago a group of the Kiwanis members were searching for a long-range project in which all members of the club could participate, and one which would be of true service to the community. After sifting through many proposed ideas it was decided that one of the major activities of the club would be to supply shoes and stock- ings to as many needy children in the community as possible within the finan- cial limits at their disposal.

Proof of the success of this venture is evidenced by the fact that in the past twenty-four years 8,930 pairs of shoes and 17,860 pairs of stockings have been distributed to needy children.

The method of obtaining names of possible recipients begins in the Ki- wanis club, where each member is given an opportunity to submit names of chil- dren of grade school age whom they feel are deserving of this help. These names are turned over to a special com- mittee of the club and further investi- gation is made through the cooperation of agencies such as the Red Cross, de- partment of welfare, veterans organiza- tions, Salvation Army, school teachers, and churches.

It is very important that careful scrutiny be given such a list to be sure that no duplication occurs and that the family or children are still residents of the community. An example of the im- portance of accuracy in compiling the list is shown where, in one case, a gift certificate was sent to a family for a child who had been deceased for two years. Careful explanation must be given to cooperating agencies to avert such embarrassing situations.

A program such as this must be flex- ible enough to adapt itself to changing conditions. During World War II, the decrease of need for shoes and stock- ings in the grade school age group diminished considerably because of the high employment rate in the city. Dur- ing that period, assistance was given to some of the aged who were in need, and to specific family units who had experi- enced a catastrophe of some kind. For example, on a Christmas Eve a family consisting of a man and wife and five children had their home burn to the ground with complete loss of all posses- sions. The Kiwanis club, along with other community organizations, gave assistance to this family in re-establish- ing a home and providing clothing for all members. At the end of the war, as employment became less, there again appeared the need for carrying out the original objective of the Shoe and Stocking Fund.

One of the Kiwanis members, who is also a past president of the club, is the owner of a department store and, since the inception of the project, has pro- vided the shoes and stockings for the children at cost. Perhaps the outstand- ing factor in the program is the method by which the child actually receives a pair of shoes and stockings.

The technique used by the club serves to eliminate any embarrassment on the part of the individuals who receive the gifts. After each name on the list has been carefully screened, a Christmas gift card is made up and delivered in person by the Kiwanis member submit- ting the name. This card entitles the

. LOBDELL *is the superintendent recreation in Evansville, Indiana.*

child or the parents of the child to go to the department store and pick out any pair of shoes they desire and two pairs of stockings, the only limitation being that they shall not be patent leather shoes or all-white shoes. The personal contact with the family serves to give a more personal aspect to the gift.

Only members of the Kiwanis club are permitted to participate in raising money for this project. At a meeting, usually in the middle of December, the committee presents its request for funds and a collection is made to finance the project. The results obtained by this method of contribution are surprising. In 1952, with an attendance of approximately 175 Kiwanians, a total of $1,700 was collected at the meeting—in cash gifts.

Another interesting point in the technique of operation that is very important, in considering a needy family, is that all children of grade school age be included. This alleviates any situation in which a child feels he has been left out if he does not receive the same as his brothers or sisters. For the year 1952, 472 children were given a pair of shoes and two pairs of stockings.

As a second part of the special Christmas-fund program the shoe and stocking fund committee has developed the idea of a competition in decorating small Christmas trees, with prizes given for the best. The ornaments are ma of foil, tinsel, cellophane, and can These are prepared by the wives of t board of directors of the club, and a taken to needy families in the comm nity—many of whom are also recipie of shoes and stockings. Another part the program includes the giving of a t to every child up to six years of age w is hospitalized in any city hospital Christmas day.

From this type of club project we c see that activities such as these serve hold a unit together and give them sp cific objectives to strive for—whi partially answers the beginning qu tion, "What is it that holds a group gether over a long period of time?"

Winter Fun in Ontario

T. W. Thompso

Wintertime brings a new series of playtime activities to Ontario; for here, as in most of Canada; the recreational pursuits of people are governed to a great extent by the weather. Not all of this province will be dressed in the garb of winter by Christmas. Much of the winter activity depends not so much upon man-made facilities as upon the appearance of snow and the freezing of ponds and streams. The people from the southern part of the province, who are enthusiastic, make regular tours to the north in quest of regions favourable to skis and the toboggan.

The irrepressible desire for skating facilities where ice is only casually available, however, has led to the production of skating surfaces by artificial means. There are now about two hundred ice arenas in Ontario, many of which have ice-making machinery and operate continuously from September to March. These community arenas are built at costs varying from $85,000 to $350,000. Seating capacities range between two and five thousand so that spectator events are an important part of their operation. These buildings are often planned as community centers, with an auditorium included; and drama, dancing, and floor games are a part of the program.

Curling, a fine game for teen-agers and adults, which probably attracts more participants than any other winter sport, is becoming almost a national winter pastime. This game requires a specially prepared ice surface, and for this reason curling rinks are developed as separate units, often having ice-making plants to guarantee a long season of good ice.

Figure skating has gained tremendously in popularity since the arena has become more common, and in many cases a figure skating club has been organized, retaining a professional and producing a local figure-skating "carnival." This activity is particularly popular with girls from the age of six and up; and afternoon periods are used for it, when the demand for ice is not usually high.

Nearly every northern community in the province will have one or more outdoor skating and hockey rinks. These must be close to a water supply and on level land. They are constructed with boards four feet high on an area abo 185 by 85 feet. A "shack" for changi shoes and clothing and warming up usually to be found close by, and many cases the rinks are lighted even only crudely. The artificial rinks in t southern sections are out-of-doors sk ing facilities with refrigerated ice s faces. The size of these is 178 by 1 feet, allowing for a hockey rink 70 178 feet and a skating area 50 by 1 When skating is over, in March, t hockey boards are removed and the tire paved surface can be used for rol skating, outdoor dancing and tenn The rink area provides four ten courts.

The hilly nature of much of Onta makes skiing a favorite sport. Th are seventeen well developed ski reso offering trails, tow hills, and open s ing, with hills from 175 to 750 feet vertical drop. Toboggan slides and sl slopes are rarely prepared, but rath adapted for use. Very little bob-sl ding is done.

As the winters become milder, t popularity of winter sports increas and by means of modern engineeri ice—the most sought after surface f our best patronized sports—is bei prepared regardless of climate, so th the people of Ontario will continue enjoy the fun and competition of win activities.

MR. THOMPSON *is adviser, Park and Recreation Facilities, Community Programmes Branch of the Department of Education, Toronto, Ontario, Canada.*

Problems in the Small-Town Winter Program

Dan Reardon

r location, in the Adirondacks, offers l advantages of downhill ski trails.

Lake Placid, widely publicized, can offer spectacular activities as dogsledding.

In thinking of winter sports, it seems though a recreation director is always king the mistake of comparing his orts and results with those of the ter known and more widely publi- ed communities where, perchance, ny more factors can be called upon help with the success of the program n would ever be possible in his par- ular community.

We in the East have Lake Placid's ellent winter carnival to compare h our own. The famous upstate re- t—with the New York State Conser- ion Department maintaining its bob l run, its ski slopes—is internation- famous for its spectacular events. has its Olympic Arena, now main- ned as a separate branch of local gov- ment, as the scene of many indoor ivities. It must by nature attract siders.

n Glens Falls we realize, however, t our own winter carnival and pro- m—though not on this scale—can ng enjoyment to local residents at ristmas time. The passage of the rs has built up our Glens Falls win- carnival speed skating champion- ps into not only the outstanding at- ction of our events, but also to a y respectable position in skating cir- in the eastern states. Our meet, ctioned by the A.S.U., the national body which oversees all skating and is responsible for the Olympic skating team, has become recognized as one of the best outdoor meets in the country, attracting skaters from eastern Canada, New England, the mid-Atlantic states, as well as from New York and Ohio.

Naturally, as this event has grown, so has its support. The chamber of commerce, and the service clubs—Kiwanis, Exchange, Lions, Optimists, Rotary, Elks, and Business and Professional Women—who carried the load in the beginning, have continually added to their donations for fees, medals and prizes to make the expanded event possible. And now, many others are adding moral support where once it looked like a Herculean task to stage the first two or three meets. Today crowds of 2,500 are small crowds at our "big meet."

To any community with adequate skating space, and a group of persons or clubs to make the necessary medals and trophies possible, this skating program can be a great interest-builder and well worth while. But it must be done in A-1 fashion, if you're going to do it at all.

Naturally enough, Glens Falls' winter carnival races are preceded by local races to build up interest—and last year the Exchange Club got behind the locals and purchased no less than twenty uniforms for the skating team, making it as attractively attired as any on the skating circuit.

Certain activities greatly depend upon circumstances such as weather, sufficient interest, and permission to use necessary facilities—such as skiing and hockey, both of which have been tried here and been moderately successful under ideal circumstances. But lest the program lose its over-all effectiveness,

. Reardon *is the superintendent of reation in Glens Falls, New York.*

these sports should not be forced unless their success looks fairly certain.

Coming as it does at Christmas time, activities of the seasonal program are a part of our local event. Each year the Girl Scouts handle the Christmas caroling, Santa in a jeep makes a tour of the city streets on Christmas Eve, making sure that all the little ones are bedded down early. Christmas decorations are judged and given proper recognition in the local press.

But where the Yuletide makes some events possible, so also does it tend to curtail other events of a winter-carnival nature. In the early days of winter carnival, its program included a winter-carnival dance, to provide social activity for the teen-agers. But in recent years, each of the two local schools (one high school and one parochial school), have run dances during the holidays, which have replaced the carnival dance. They also have held the election of kings and queens—one set to each school.

Snow or ice sculpture is always a spectacular event which Glens Falls has used, in years past, for ice thrones to be used in the ceremony of crowning its kings and queens. Recently, concentration has been upon snow sculpture, and several masterpieces have been forthcoming when the conditions for such were right. However, several recent Christmas seasons have left us "dreaming of a White Christmas."

Novelty features such as youngsters playing broom hockey, girls playing softball in a hockey box, rhythm skating, have been included.

In the past, Glens Falls had a real toboggan run which stimulated carnival feeling whenever it was open and available to the public. This magnificent means of winter activity, built high above the ground, was a source of pleasure to many, but its usage depended entirely on the weather—plenty of freezing nights and manpower-plus. Time came when winters seemed to shorten, and manpower was extremely difficult to get; and after several years, the seventeen-year-old landmark was torn down.

Yet strangely, there has been little or no resentment at the loss of the slide. Those who once were devoted to the sport have found other hills, or other means of recreation in the out-of-doors, until the new generation doesn't even remember it.

Briefly summarizing, each of the activities needs a good sparkplug as a committee head, and a working group interested primarily in the particular event. Too many people make snowballs for others to push along; and you can't push 'em all.

A good winter program depends upon many things—facilities, weather, and support from the people of the co munity itself. Do the youngsters wa to do it? Do the adults want to do i Not upon whether the youngsters wa it done, whether the adults want it do —or whether you want it done yours enough to do it almost alone.

Some communities respond easi and tire easily. Some will continue respond, and some just won't respo at all. Don't become discouraged! Ju think of the number of communiti which don't have a winter program at a

TIPS without a Tumble

Artificial Coasting Facilities—A slide only a few feet high, erected on a playground, will provide fun for hundreds of children. Allow an incline three times as long as the height of the starting place. The slide should be at least four- to six-feet-wide, and if boards are used they are laid crosswise. Trestle work underneath should support the structure.

Tin Pan Slide—A tin pan, refuse or ash can cover will provide a good ride down many a well-packed snowbank.

Sliding Surfaces—The ice for the sliding surface may be prepared in several different ways. According to one method, slush (made by mixing snow and water) is spread over the entire slide to a thickness of one inch. Following a second method, the trough is filled with snow beaten down into a two-inch layer, then sprinkled with water. Of course the best possible sliding surface is freshly fallen snow packed in the trough. The slide should be inspected every night. Keep the ice in good condition by patching with slush beaten smoothly into any holes.

Coasting Safety—Use of a slide should be permitted only when it is carefully supervised. A starter should make sure that toboggans are not overloaded and that one toboggan does not start until the one ahead has left the bottom of the chute and can be unloaded before the arrival of the next toboggan. If it is absolutely impossible to get to a well-designed slide, select a slope which is not too steep and which has been thoroughly cleared of all obstructions

Sled Parades—Decorated sleds ma an effective and exciting parade, wi the giving of small awards for the m elaborate, humorous, fantastic, a so on.

Trailing and Tracking—This should played in a large area where the sn is still fresh, and the night is bright wi starlight. The first group, consisting the "trail makers," should have a t to twenty-minute start, thus giving the time to make interesting trails. Bli trails, a double trail which circles two directions, then merges again, ar few of many ideas that can be used.

Follow the Leader—This game can adapted to a large or small area a can be made amusing by a clever lead who requires players to do stunts in t snow, step in his tracks, shake sn from overhanging branches, pass sno balls down the line or turn somersau in the snow.

Snow Sculpture Contest—Everyo chooses some simple object to sculptu or group can work in teams of two three. Choices are kept secret. If p sible, some pieces of wood should provided to be used as foundation f the figures. Pile snow over this fram work and cut away until figure appea If snow is not sufficiently plastic, moi en it with a little water. Simple pr perties can be provided and used, su as stones, pipes, feathers. First of a group must guess what the figure Prizes may be given for the funnie and for the best.

GLOOS FOR SANTA

Front section of igloo was hinged to simplify storage. The outside was painted grey and white to resemble ice blocks.

Christmas is a season of traditions. Every family has its aditions. Most churches and schools have traditions of ageants, decorations, carol sings, midnight services, parties d the like. Many communities have developed traditions community Christmas trees, ways of decorating the reets, contests for decoration of doors and lawns.

Now, many recreation departments have developed Christ-as traditions, too—ways of getting Santa into town, special ograms for all age groups, Santa Claus villages, carol ngs, workshops, Santa letter and telephone answering rvice.

It is always interesting to see a new tradition a-borning—pecially when its popularity greatly exceeds its cost. Would ou believe that $27 could bring intense excitement and easure to 3,200 youngsters? Well, it did—and here's how!

The recreation department of the village of Scarsdale, estchester County, New York, with the cooperation of the cal chamber of commerce and others, won many new iends during Christmas week.

The construction of a relatively simple structure—The loo—at a most reasonable cost was the main attraction in wn, reports Sal Prezioso, superintendent of recreation.

The reason? Why, Santa was there in the igloo, talking children, distributing candy, giving assurance that he ould be at their homes on Christmas Eve—providing that ey were good little girls and boys.

nmediate Objectives Attained

. Igloos and Santa in town added to Christmas spirit.

. Proved to be a convenience for busy parents, who were le to bring their children to a place close to home.

. Gave the children greater comfort and a closer feeling "Santa."

. Children were able to spend more time and pay more an one visit.

Remote Objectives Attained

. . . Parents brought their children to town, parked their cars, and after the visit shopped in town.

. . . The recreation department, by hinging the front faces of the igloos, and using borrowed tarpaulins for the roof and sides, could store the igloos easily for use next year.

Material Needed and Costs for Two Igloos (2 Faces)

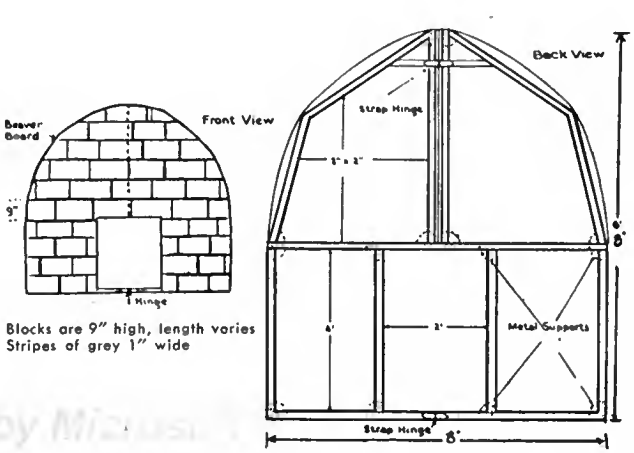
AMOUNT	*DESCRIPTION*	*COST*
7 lengths	1″ x 2″ x 12′ common pine	$ 8.20
3 lengths	1″ x 2″ 8′ clear white pine (Substitute 10 lengths of common pine if you want to cut the cost a little. Our carpenter was fussy, and wanted knotless lengths for the side braces.)	1.92
2 pieces	4′ x 8′ beaver board	9.60
1 gallon	white outdoor paint	7.27
½ pint	grey outdoor paint	
4	strap hinges	
1 pound	fourpenny head nails	
1 box	¼-inch screws	
2	Boy Scout tents or tarpaulins (lent)	
		$26.99

Labor

One man for ten hours.

Locations

It was important to find spots which carried much traffic of children, that had parking accommodations and which also were near enough to lavatory accommodations and a well-heated building.



Digitized by Mizuse

Our first spot was directly opposite the post office.
Our second location was in the lobby of the town theare.

Cooperating Agencies

Chamber of Commerce—Paid for materials and labor for the igloos; purchased wigs and beards for Santa; purchased candy which was given to children by Santa.
Salvation Army—Lent us Santa suits.
Construction Concern—Lent us the tarpaulins and set up the igloos.
Recreation Department—Organized and supervised project.
Theatre Management—Permitted the use of the theatre lobby and ran trailers advertising the project.
Local Newspaper—Placed spotlight on project for three weeks.

Operating Schedule

. . . Four days—Friday and Saturday—9 A.M.—7:00 P.M.
We used the two weekend dates before Christmas.
Attendance—3,200 youngsters.

Results

Laughter, tears, excitement and fun for the youngsters.
Convenience and pleasure for the parents.
Increased business for the merchants.
Satisfaction and appreciation from the community.

Winter Camping Course

Del Wright

How many times have we ridden over a snow-encrusted highway with delight at the wonders of the blanket of snow before our eyes on every side? Or laid down the tracks of a pair of skiis, or placed our feet in that soft, flawless powder? The promise of such surroundings has continually led more and more of us to seek out the snowy slopes each winter. But in most cases the fun ends there; we hurry back to our homes, and never concern ourselves with the possibility of camping in the snow. Why deny ourselves the experience of this thrill during the winter? We don't! Under the guidance of farseeing instructors at the San Francisco State College, students are being taught winter camping as a regular course.

Long the dream of Vic York, recreation instructor at San Francisco State College, this winter-camping course has become a reality, and fills each session to capacity. The school camp, used in the summer months as a children's camp where recreation leaders receive supervised training, lends itself well to winter-camping activities. A fine ski run right next to the lodge, complete with rope tow, assures each camper of an opportunity to acquire the fine art of remaining erect on the slope. Courses for credit are also offered in beginning, intermediate, and advanced skiing under the direction of college ski instructors and student assistants.

But what does winter camping include? First, and most practically, we learn to sleep in the snow. To make a comfortable nest for ourselves we used the following tried and proven method. We dug a hole in the snow about two or three feet deep, covered the bottom with white fir branches (made a fine mattress), inserted a groundcloth (stopped the breezes and served as an insulator) and then placed our sleeping bag and blankets inside. We covered the hole with a tarpaulin and packed it around the edges with snow, leaving a small area for the entrance. When we finished skiing for the day, we dried off our skiis and placed them crosswise under the tarp for added support. Now we were all set for our first night out in the snow! We changed our clothes in the lodge; put our ski boots on for tramping out in the snow, also our ski pants and for good measure added a jacket.

Have you ever tried to get ski boots and pants off in an area six feet long and three feet wide and three feet deep, with skiis overhead and snow on all sides of you? First, lie flat on your back, raise one knee to your chest, and unfasten one boot; take care not to hit the boot against the snow or it'll drop on your bed. Repeat the procedure with the other boot. Next go to the pants. For this you remain on your back, unfasten the belt and raise the hips at the same time, taking care not to hit the overhead skiis with your knees. Wiggle the pants down and off. The jacket is a cinch; doff it deftly and head for the sleeping bag. Hunch yourself up, knees under your chin, and inch your way backward until you can tuck your toes into the top of the bag; slide slowly forward and in—once you're in, the exercise has so exhausted you that you can't help but sleep well!

Evenings find us gathered around the lodge fire singing songs, playing charades or reflecting on the pleasures of the day. Every day is filled to the brim with skiing under the sun, games of follow the leader over the flaky slopes, plying our skill on our slalom course and adding new ski techniques to our repertoire.

Cooking is handled by the students. The menu is planned by them in advance and then they divide themselves into groups of two or three to cook for each meal.

There is a waiting list for our winter trips that supports our contention of its value. Through this experience we learn the skills of skiing, the art of surviving in the snow and the manner of living together in a situation where everyone's fun depends on cooperation.

There are three winter camps: one during Christmas vacation in December, one between semesters in February, and another during Easter in April. We can accommodate one hundred students in our new lodge and suspect that there will be a demand in excess of this number! Additional plans are being made to lengthen our ski run and tow facilities. Pack trips over the snowy slopes are now an actuality and who can tell what new venture will be in our sights next? I'm already polishing my skiis for this winter!

MISS WRIGHT *is ski instructor at San Francisco State College Winter Camp.*

was a long spearlike shaft of wood about six feet in length. In cutting down the stick a snakelike head was left on the butt end. The underside of the head was curved upward (E) and the bottom surface of the entire stick was slightly rounded (F). The snake head formed the forward or tip end.

In playing, the snow snake is hurled along the surface of a straight path in the snow (G). This groove was made by pulling a log through the snow in a straight course (H). Sometimes water is sprayed upon the surface of the depression to harden it.

Usually six form a team and each player tries to cast the snow snake along the furrow the greatest distance. In throwing, the index finger is held against the tail end, the thumb and remaining three fingers holding the stick in a horizontal position (I). Then bending forward in a sweeping motion, the player casts the "snake" ahead with a long, underhand movement (J).

Playground Snow Snake[3]

A straight branch, three or four feet long and one and one-half or two inches thick, is used. The bark should be peeled and its tree whittled so that it looks smooth and pointed like the head of a snake. The other end should be rounded. An even stretch of snow is chosen and packed down. The snow snake is held down and shot forward for distance.

[3] From the bulletin, *California Centennial Observances—1948, 1949, 1950,* Department of Parks and Recreation, City of Los Angeles.

Snakes Are Often Decorated with Interesting Carved Designs

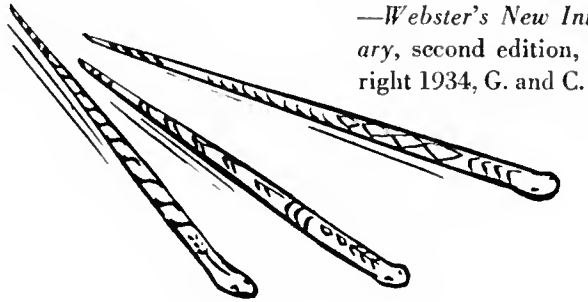
QUICKIE GAME

Double Play—Equipment required for this game is a ball, a tin can, and a hoop—an old embroidery hoop or one made from a piece of hose or wire will do. The ball must be small enough to go easily into the tin can and the hoop large enough to go over it. The can is sunk into the ground slightly or weighted with a rock to keep it from moving or tipping. Each player in turn tosses the ball and then the hoop at the can. Getting the ball into the can or ringing the can with the hoop counts five points. If the player gets the ball in the can and the hoop around it on the same turn, he scores fifteen points.

Recipes for Fun

Snow Snake

Snow Snake—An implement used in a North American Indian game in the form of a staff, or "snake," several feet long, to be hurled along ice or snowy ground. —*Webster's New International Dictionary*, second edition, unabridged. Copyright 1934, G. and C. Merriam Company.



Snow Snakes in Ontario[1]

Snow snakes! Sounds like something dreamed up by Munchausen—or the tall tales about "ice-worms," with which old-timers in the Arctic regale greenhorns.

But a "snow snake" is actually a seven-foot-long polished wand-like hickory or maple shaft, an inch or more in diameter, with a snake's head carved at the front end. And throwing the wooden snow snake is a popular and exciting winter sport played by Canadian Indians on the Six Nations Reserve, near Brantford, Ontario.

"Hun-You! Hun-You!" the Indians shout as they launch their snow snakes along narrow snow troughs stretching through the snow covered fields farther than the eye can see. "Hun-You" is to snow snakers what "fore" is to golfers. Under ideal track and weather conditions an expert player can send a snow snake nearly a mile along the narrow icy channel. A three-quarter mile drive is average. It is doubtful if anywhere in the world there is a missile propelled solely by man's hand that goes as far and as fast as a thrown snow snake.

In the winter, as soon as the snow is deep enough, Indians on the reserve at Brantford prepare their snow-snake "tracks" by dragging an eight-inch tree trunk across the fields, thus forming a kind of rough trough. Then the snow is built up about three feet high on each side, with

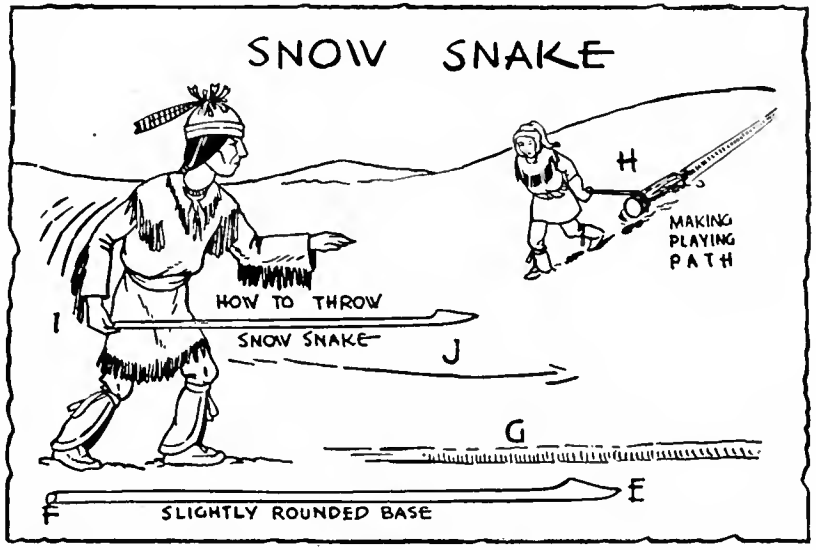
[1] Condensed from "See Those Snow Snakes Go!" by Margaret K. Zieman, through courtesy of Imperial Esso's *Happy Motoring* magazine.

the grooved channel in the center. The sides of the track are smoothed down and sometimes sprinkled with water, so that when it freezes it becomes very fast. The speed at which the snow snake travels along this channel is all the more remarkable in that the track is not a downhill one but flows across level fields, at times dipping, rising and even curving. Some of the curves are as sharp as those in a country road.

The game calls for expert skill on the part of the contestants, but stance and delivery vary with the player. Like the expert bowler or curler, the snow snake thrower must use just the right amount of strength. If there is too much force behind it, the "snake" may jump the trough. When that happens it can and often does fly forty feet into the air—stampeding the spectators. So the game has its hazards. Even a snake that has practically spent its course has been known to pierce a leather boot.

Some players favor a sliding, others a rolling delivery. At the starting end of the track which is slightly raised, a "hack" or mound stops the player who takes a short run to get drive behind his throw. However, after delivery, experts "follow through" by sliding beside the range; others roll, some even somersault. The Indians certainly whoop it up when staging their snow snake matches.

This is one game in which the expert player also creates his tools—much as if a champion golfer were to make his own clubs. It takes two years to produce a *good* "snake." For a whole season the wooden shaft, which may be ironwood, maple or hickory, rests in oil. The carving and finishing are a secret art. The snake's head at the front end is banded with a ring of lead and the nose of this seven-foot length of polished hardwood is weighted with the same material. At the throwing end there is a finger groove. So delicately are the shafts balanced, that when laid upon seemingly smooth ice, the snake starts moving by its own gravity to find the true level. The effect is startlingly life-like.



An Iroquois Game

The skilled snow-snake craftsman designs different shapes and weights for varying weather conditions, ice, powder snow, wet snow, windswept or sheltered tracks. But the snake travels fastest in sharp cold weather.

No one seems to know how the game originated, although the Indians played it long before the coming of the white man.

The inter-reserve matches attract large crowds, and the game also has an international character, for picked teams from the reservation near Brantford each year cross the border to take part in international snow-snake match with teams of the Six Nations Indians living in New York State.

Snow Snake—An Iroquois Game[2]

Snow snake was an Iroquois game played in winter. This was a winter game that could be played by individuals or teams. The "snow snake"

[2] Reprinted from *Nature Crafts* by Ellsworth Jaeger, published by the Macmillan Company, New York, 1950.

Listening and Viewing

Films and Filmstrips

• *Water Safety* — TVA's water-safety ilm *Water Wisdom* is now showing. The film, in color or black and white, s 16mm and runs for twenty minutes. The plot together with sound tract vivid- y and dramatically portrays some of he everyday situations on our lakes vhich contribute to the many accidents nd unnecessary loss of life by drown- ng. The TVA Information Office at Knoxville, Tennessee will provide fur- her details on borrowing the film.

• *Filmstrip on Swimming Pool Sanita- ion*—May be obtained through your tate Health Department, on free indefi- ite loan. The filmstrip, F-133, is also vailable from the Communicable Dis- ase Center, Public Health Service of he Federal Security Agency, 50 Sev- nth Street, NE., Atlanta 5, Georgia. t delineates some of the physical char- cteristics and the operating procedures asic to swimming-pool sanitation.

• *Children's Fairy Tales Filmstrip eries*—A delightful filmstrip series de- igned for use with the primary ond in- ermediate grades has just been released y the Society for Visual Education, In- orporated, Chicago. Titles are: "Cin- erella," "Snow White and the Seven warfs," "Jack and the Beanstalk," "Sleeping Beauty," "The Little Engine hat Could," and "Rackety Rabbit and he Runaway Easter Eggs." Each strip s in color, captioned, and averages hirty-sex frames in length. Each lists t $5.00 with the complete set of 6 trips, No. A111S, at $28.50. All are vailable from S.V.E. Dealers or by vriting S.V.E., 1345 Diversey Parkway, hicago 14, Illinois, for additional in- ormation.

• *Adolescent Development*—A series of ive new movies, correlated with the ollege text *Adolescent Development*, y Dr. Elizabeth Hurlock, associate rofessor of child psychology, Univer- ity of Pennsylvania, have been made y Crawley Films, Ltd., and released by he Text-Film Department of the Mc- raw-Hill Book Company. These films hould be excellent discussion stimulat- rs with adult groups. Write for rental nformation to McGraw-Hill Text- ilms, 330 West 42nd Street, New York 6, New York.

• *Selected Motion Pictures*—This is the title of the new film catalog of Association Films, Incorporated, 347 Madison Avenue, New York 17, New York. More than 1,400 subjects are described, including 140 industrially-sponsored free-loan films. Association Films has, by the way, packaged outstanding Walt Disney subjects, under the title *Packages for Mickey*, in honor of the twenty-fifth birthday of Mickey Mouse. These may be rented separately, or grouped as the user wishes.

• *Annual-Rent-To-Own-Plan*—Indiana University films can now be obtained on this new plan, which leads to ownership. Write to the university Audio-Visual Center, Bloomington, Indiana, for details and list of films.

Leads to Listening

A guide, *Leads to Listening*, has been prepared by Dr. Helen McCracken Carpenter for each of the new titles in the ENRICHMENT RECORDS series. (See Listening and Viewing, RECREATION, October 1953.) These will be supplied without charge to schools and libraries ordering the records. Write Huddleston, Enrichment Records, Incorporated, 246 Fifth Avenue, New York 1, New York.

Book Week

For use during Book Week, November 15 to 21:

Records—Transcriptions from thirteen children's books are available for sale on 78 R.P.M.; twenty on L.P., from Chandler Records, 277 West 12th Street, New York 14, New York.

Filmstrip—A color film strip, entitled *Make Friends Through Books*, is available free of charge from CARE Film Unit, 600 First Avenue, New York 16, New York.

Exhibit and Films

Youth on the Campus—An exhibit of forty pictures taken on the campuses of almost as many colleges and universities. Each photo is mounted on white art board, sixteen by twenty inches. Write Perry A. Ball, Exhibits Bureau, Public Service Office, Chicago Tribune.

Free Films—Write Chicago Tribune Film Bureau, 33 West Madison Street, Chicago, Illinois, for list of 16 mm sound films on all-star football games, boxing and other subjects.

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People and Events

Mrs. Paul Gallagher

Citation Presented

Mrs. Paul Gallagher, member of the board of directors of the National Recreation Association, has recently been presented with the following citation by the Junior League of Omaha: "The Junior League of Omaha confers this citation upon a charter member, past president and most distinguished citizen, Mrs. Paul Gallagher, in recognition of her outstanding contributions to the health, welfare and cultural interests of this community, and in appreciation of her acceptance of the chairmanship of Women's Participation in Omaha's Centennial Celebration."

Mrs. Gallagher is indeed one of the outstanding women of Omaha, and her limitless energy and interest on behalf of the community have won her a place of great respect and admiration in the eyes of Omaha's citizens.

In 1945 she became a member of the mayor's city-wide planning commission, which group undertook the tremendous task of planning five city commissions, a ten-year improvement plan for Omaha, and a $12,000,000 bond issue. Mrs. Gallagher served as chairman of the section that planned the parks and recreation commission. After this commission was accepted, along with the others, she became a member, and eventually its chairman. The accomplishments since then have been many, among which are such completed projects as three swimming pools, six baseball fields and grandstands, a park pavilion, and Frederick J. Adams Park.

At present, Mrs. Gallagher is a member of the board of directors of the United Community Services and chairman of the Senior Citizens Program, in addition to her chairmanship for Women's Participation in the Omaha Centennial celebration, the city's coming major event.

Coming Events

November 9—Annual Meeting of the Play Schools Association, New York.

November 9-11—2nd Annual Tennessee Recreation Conference, Memphis.

November 12-14 — Annual Convention of the National Society for Crippled Children and Adults, Chicago.

November 13-20—36th Annual Conference of the American Occupational Therapy Association, Houston, Texas.

Recent Appointments

Harry Van Bellem, superintendent of recreation, Torrance, California; *Archie Cardillo*, gym director, Benefit Street Recreation Center, Providence, Rhode Island; *A. E. Champion*, director of parks, East Baton Rouge, Louisiana; *Carol J. Christensen*, recreational therapist, Rosewood State Training School, Owings Mills, Maryland; *Howard Coval*, assistant superintendent of recreation, Shelton, Connecticut; *Robert J. Curry*, recreation assistant, Stuyvesant Town, New York; *James J. Donahue*, president, Recreation Commission, Linden, New Jersey; *Paul Dreska*, director, Teen-Age Center, Westbury, Long Island; *James D. Duffy*, chairman, Board of Recreation Commissioners, Hillside, New Jersey; *Karl F. Edler, Jr.*, supervisor, recreation for older adults, United Community Services, Omaha, Nebraska; *Mildred Elkins*, recreation director, Veterans Hospital, Durham, North Carolina; *V. Spate Felton*, recreation director, Carolina Beach, North Carolina; *Martha L. Fuller*, recreation worker, Community Center, Callaway Mills, La Grange, Georgia; *Gordon J. Guetzlaff*, superintendent of recreation, Atchison, Kansas; *Joseph Halper*, area recreation supervisor, Prince Georges County, Riverdale, Maryland; *Wayne Hauser*, recreation program specialist, Yuma, Arizona; *Gwendolyn Hawkins* girls' worker, Crispus Attucks Center Lancaster, Pennsylvania; *Clesson Henningsen*, group leader, Lewis Stree Center, Rochester, New York; *H. M Leaman*, chairman, Recreation Com mission, Whiteville, North Carolina *Maurie Luxford*, president, Los Angele Recreation and Park Commission, Lo Angeles, California; *William A. Moore* superintendent of city parks and recre ation, Louisville, Kentucky; *Richard L Pasvolsky*, superintendent of recrea tion, Montpelier, Vermont; *Ruth Peeler* curator, Ginko State Park, Washing ton; *Henry K. Perry*, assistant directo of recreation, Burlington, North Caro lina; *James A. Peterson*, superintenden of recreation, Emporia, Kansas; *Her bert Rathner*, area recreation super visor, Prince Georges County, River dale, Maryland; *Doris J. Rauti*, recre ation assistant, Peter Cooper Village New York, New York; *Mary L. Robin son*, program worker, Booker Washing ton Center; Rockford, Illinois; *Emsy L Rubin*, service club director, Sheppard Air Force Base, Wichita Falls, Texas *Mrs. Holly Tracy*, director of special ac tivities, Playground and Recreation De partment, Iowa City, Iowa; *Patricia Veisen*, recreation worker, Bellevue Hospital, New York, New York.

Retired

Mrs. Agnes Henagan, superintenden of the women's department of the park and recreation board in Birmingham Alabama, started a well-earned retire ment in July. After forty years of teach ing Birmingham how to play, Mrs Henagan is going to do just that herself

Her resourceful and fun-filled child hood, together with her talents for arts and crafts, dramatics, dancing, garden ing and many other creative endeavors could lead only to her successful and happy career in recreation—a career which has brought enrichment to count less numbers of Birmingham's citizens

We congratulate Agnes Henagan for the splendid work she has done in Bir-

ingham and extend best wishes for er happiness.

In Memorium

Mrs. Edith Costello Cheney of Corn-ig, New York, former assemblywoman nd active member of the State Federa-on of Women's Clubs, died in her ome on September 1, after a two-ionth illness. Mrs. Cheney, who was ppointed by Governor Dewey as field epresentative of the State Youth Com-ission, helped to establish fifty local outh recreation bureaus. She also was n active participant, for a good part of er life, in the Girl Scouts.

Miss Elizabeth Berkley Grimball, who me years ago did field service for the ational Recreation Association con-ucting drama leadership workshops, assed away on August 30 in Charles-n, South Carolina.

After graduating from the Boston chool of Expression, Miss Grimball ught dramatics at Converse College in partanburg. She was also a student of orman Bel Geddes, the famous stage esigner. For many summers, she elped to produce and direct plays at oodstock, New York, and Brattleboro, ermont. Before 1938, when Hitler losed Austria to foreign groups, she ad directed an American Theatre Sem-ar as a branch of the Salzburg Drama nd Music Festival. Miss Grimball had lso been the founder of both the New ork School of the Theatre and the hildren's Theatre in Charleston.

John P. McGoorty. The Chicago Rec-eation Commission has suffered a reat loss with the passing of their riend and leader, Judge John P. Mc-oorty.

Because of his own enthusiastic in-erest in sports, he was interested in the ecreation movement as a whole, and ecame associated with the Chicago ecreation Commission when it was es-ablished in 1934. In addition to many ther civic enterprises and a very active rofessional life, Judge McGoorty un-ertook the responsibilities of chairman f the commission with high purpose nd sincerity. He died in Chicago ugust 23, after a lingering illness.

Dr. Lee M. Thurston, United States ommissioner of Education, died Sep-tember 4 from a heart ailment. He was fifty-eight.

Dr. Thurston began his career as a high school science teacher in Manistee, Michigan, thirty-three years ago. Six years later he was appointed superintendent of schools for Perry, a position he held for five years. In 1931 he became assistant superintendent for Ann Arbor and, after four years, was named state deputy superintendent of public instruction. In 1938 he became professor of edueation at the University of Pittsburgh, remaining at this post for six years, after which he returned to his job in Michigan as deputy superintendent of public instruction.

Dr. Thurston was a member of many educational organizations, including the Educational Policies Commission of the National Education Association. He was a believer in progressive education and thought that the responsibility for good schools lay with the community, rather than with the federal government. Dr. Thurston took office as United States Commissioner of Education on the second of July this year.

Kenneth V. C. Wallace, secretary of the Essex County Park Commission and director of the park police, died on August 10. Mr. Wallace was born in Newark in 1889 and, at the age of seventeen, went to work for the commission as an engineer's helper. He served in various engineering capacities, finally becoming principal assistant engineer. He was appointed deputy secretary in 1933, and then secretary of the commission April 15, 1936, at which post he remained until his untimely death.

Mr. Wallace devoted his adult life entirely to the people of Essex County through his park work, and rendered invaluable service to many civic organizations.

Job Opportunities

Recreation Director—
Oakland, California

The Oakland Recreation Department is seeking qualified and promising young men in all parts of the country to fill entrance professional positions of recreation directors to conduct and direct activities at a public recreation center or playground, under supervision.

Salary scale is $315 to $375 per month, depending on assignment, with living quarters included in compensation for some.

Requirements include U. S. citizenship (but not state residency), and college graduation, plus at least two years of part-time experience as a recreation or group worker.

Applications must be filed by Thursday, November 5, 1953. For applications and announcements, write: Civil Service Board, Room 323, City Hall, Oakland 12, California. Examination at a convenient civil service office may be arranged for interested candidates.

Recreation Supervisor—
Phoenix, Arizona

Men interested in recreation as a career service are sought by the City of Phoenix to apply for the position of recreation supervisor. Salary range for this position is $330 to $420 per month, and a qualified applicant may expect to begin at $360 per month.

College graduation with specialization in recreation or physical education is required, plus considerable recreation supervisory experience in both indoor and outdoor programs. The job requires administrative work in coordinating a city-wide program, and participation in an expanding recreation program for city residents.

Men between 21 and 45 who are interested in a challenging opportunity are encouraged to communicate immediately with L. J. Brenneman, Personnel Director, City Hall, Phoenix, Arizona, about opening and examination. State residence is not required.

This is worth investigating. . . .

Graduate Scholarship—
Mississippi Southern College

Through the Graduate School of Education, Mississippi Southern College, a graduate scholarship is open to a qualified woman. Stipend is $375 for the academic year, with opportunity for additional income. Candidates should have broad recreational talents, and background in physical education.

Applications are now being received for the position, with the appointment effective December 1, 1953 (winter quarter). Write Dean, Graduate School of Education, Mississippi Southern College, Hattiesburg, Mississippi.

A CHRISTMAS CALENDAR

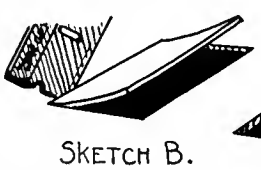
MATERIALS

White Cardboard, Construction Paper, Paste, Tissue Paper, Water Color Paints.

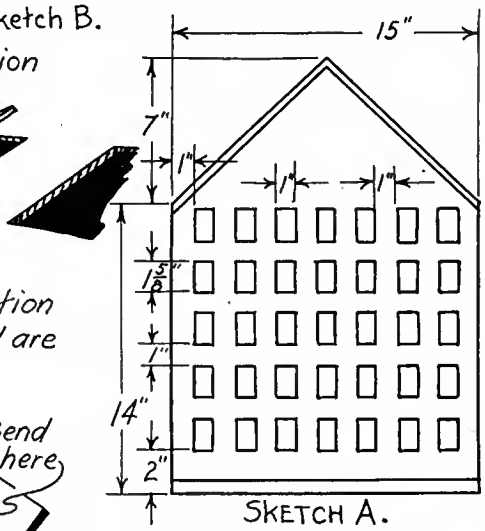
METHOD

1. Draw house shaped calendar on cardboard and cut out. See sketch A for suggested size of house and windows. *However any desired size can be made. Keep in mind that the windows cannot be too small or the pictures painted in them will be too small.*
2. Cut out windows with razor blade. See sketch B.
3. Make blinds ~ *use red or green construction paper.* See sketch C.
4. Paste blinds in place as shown in sketch D.

Note: At the beginning and end of each row of windows a single blind type of construction is needed. All other blind positions used are a double blind type of construction.

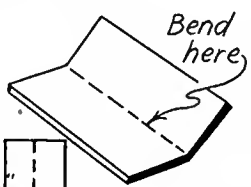


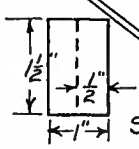
SKETCH B.



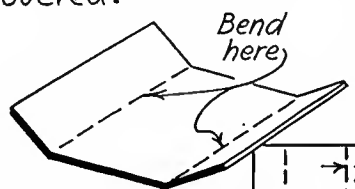
SKETCH A.

5. Paste white tissue paper on back of house shape so that all windows are covered.

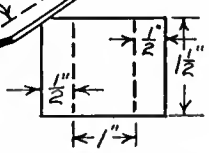




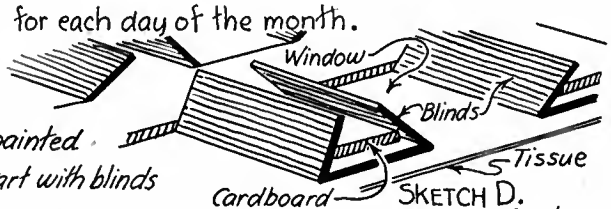
SKETCH C. Single Blind Type



SKETCH C Double Blind Type



6. Paint date for each day on the blinds so that the date shows when blind is closed.
7. Paint appropriate pictures in each window space for each day of the month.



SKETCH D.

Note: Have light shine through tissue painted windows from the back of calendar. Start with blinds all closed, on Dec. 1st. open blinds on window 1 ~ Dec. 2nd open blinds on window 2 etc.

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ET IDEAS—*in Maintenance*

From the Great Lakes District Recreation Conference

A Repair Record
Grand Forks, North Dakota

: the office of the Board of Park missioners a complete repair rec- on all equipment is used. Origin- intended for trucks and power ma- ery, the record now lists all major pment, giving the date of purchase, nal cost including freight, the se- and model number, and so on. All rs and additional parts are listed ie record sheet so that at a glance lepartment can tell when the ma- ery has begun to cost too much in rs and should be replaced. It is also a most convenient record to refer to when any question arises concerning dates when repairs or new parts were purchased, cost, and so on.

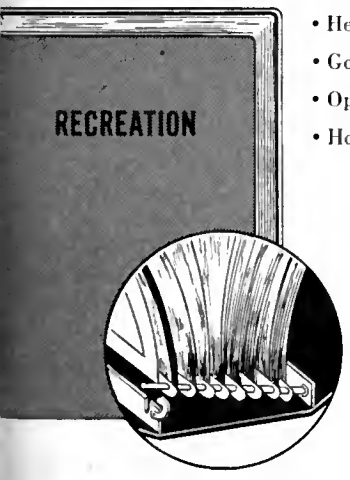
Standardization of Materials and Equipment
Chicago Park District

The Chicago Park District has standardization on materials and equipment. They attempt to use non-caustic materials. Soaps are the vegetable oil variety; wax and seals are devoid of any material that would be injurious to floors. Products that are bought are sent to their own chemist for analysis to establish their efficiency, and so on. The two principal advantages gained by this standardization of equipment and materials is greater efficiency of operation and economy of purchases. It can readily be seen that the transferring of an employee from one park to another poses no problem since the same equipment and materials are used in each of the park buildings.

Youth Center Walls
Bloomington, Indiana

Teen-age figures have been painted on the Youth Center walls in Bloomington—to eliminate writing on the walls throughout the building—artists are encouraged to utilize the figures for this purpose.

Recreation BINDERS



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MARKET NEWS

Patch Kit

The Sportsman's Patch Kit, a complete kit for patching and repairing a wide variety of torn and broken items—sports equipment, craft articles, and so

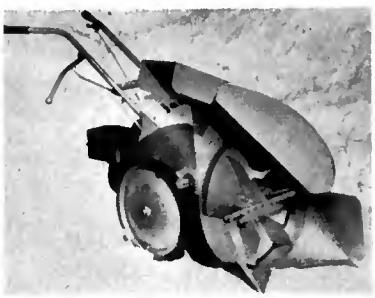
on—containing assorted patching materials, buffer, and cement is a worthy product now available on the market. The Hughes Company, 8 West 40th Street, New York 18.

Bird Call Record

Songs and calls of forty-nine species of birds—all on one long-playing microgroove record—have been recorded by Columbia Records, Inc., and endorsed by National Audubon Society. "Bird Songs of Dooryard, Field and Forest" should prove a boon to nature study programs. Jerry E. Stillwell, R.F.D. 2, Fayetteville, Arkansas.

Snow Plow

Jari Champion Rotary Snow Plow is a new self-propelled maintenance unit to simplify the winter care of outside areas—and sickle and mower attach-



ments are available for conversion to other seasonal uses. Jari Products Company, Inc., Minneapolis 8, Minnesota.

Artificial Ice Rink

An artificial ice rink, the Beltemp, Model 66—portable icemaker and package ice-skating rink—was put into operation on an experimental basis in May in Detroit. The rink was laid on the tennis court and measured 70 by 140 feet. It was designed for 50 degrees outside temperature and 10,000 square feet of ice surface, and was completely constructed for less than $4.00 per square foot of ice surface. For information write to Charles R. Beltz and Company, 11029 Whittier Avenue, Detroit 29, Michigan.

Booklet Covers

Those looking for ways to make their reports, presentations, manuals, and other literature more attractive will be interested in the line of stock covers recently introduced. Designed specifically for use with plastic binding equip-

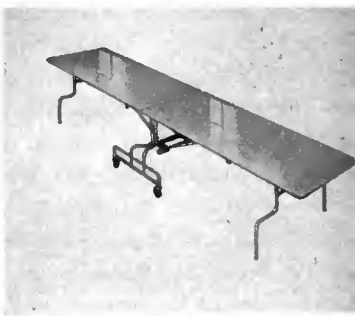
ment, the covers provide a system for assembling loose pages into attractive booklets easily in a matter of seconds. General Binding Corporation, 812 West Belmont Avenue, Chicago 14, Illinois.

Novel Oil Pen

Designed to the shape and the size of a regular fountain pen, the new, leakproof, fool-proof, OILette is the ideal answer to those difficult oiling problems according to the manufacturer. It can be used to get into most hard-to-get-at places in maintenance equipment, typewriters, sports equipment, an forth—not to mention hard-to-oil cision machinery and instrum Autopoint Company, 1801 Foster nue, Chicago 40, Illinois.

Rolling Folding Table

A new rolling folding table, desi without benches for economy in tional seating has been announced



national manufacturer of school industrial seating equipment. D nated the Sico L-B Table, it will se to 14 persons around its entire meter, yet will fold down for stora an area of only 7.3 square feet. ing, Inc., Department KP, 6045 bury Avenue, Minneapolis, Minn

Equipment Catalog

A new Game-time play and gy ium equipment catalog showing ap tus with "built-in safety" is ava by writing the company: Game Inc., Litchfield, Michigan.

New Rubber-Cement Dispen

A new rubber cement dispense been specially designed to ove the major drawbacks of old-fash dispensers which have plagued a hobbyists, craftsmen, editors, pri

and other users for year. Hab Box P-737, Norwalk, Connecticu you're not familiar with rubber c for pasting jobs on scrap books ters, and so on, try it—*you'll like*

Books Received

AZER THE BEAR, Robert V. Masters nd Fred Reinfeld. Sterling Publishng Co., New York 16. Pp. 60. $2.00.

OK OF GAMES FOR BOYS AND GIRLS, THE, Evelyne Borst. A. S. Barnes nd Co., New York 16. Pp. 277. $3.50.

OK OF LITTLE CRAFTS, A, Margaret Powers. Chas. A. Bennett Co., Inc., Peoria 3, Ill. Pp. 114. $2.95.

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YOUR OWN BOOK OF CAMPCRAFT, Catherine T. Hammett. Pocket Books, Inc., New York 20. Pp. 197. $.35.

Magazines

BEACH AND POOL, *September 1953*

The Pool Filter System, Welding Engineering Corporation.

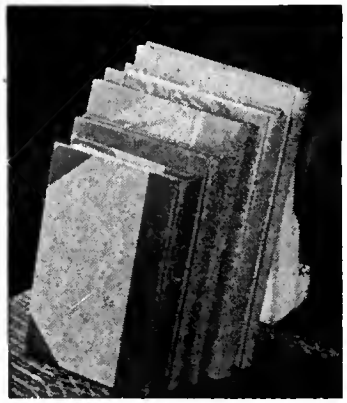
Underwater Vacuum Cleaning, William Berens.

A Community Swimming Program, Refinite Corporation.

Design Portfolio. XV: Miscellaneous Equipment.

PARK MAINTENANCE, *August 1953*

Watering Correctly is an Art, Leo J. Feser.



new Publications

Covering the Leisure-time Field

American School and University

American School Publishing Corporation, 470 Fourth Avenue, New York 16. Pp. 1,060. $5.00.

The 1953-54 edition (25th volume) of this Annual, maintains the high standards set in earlies issues. It is an indispensable source for all who are concerned with the planning and operation of educational buildings and also contains information of great value to persons concerned with the field of recreation. A significant emphasisi in the current valume is the relationship between school planning and planning for the entire community or region. Especially useful for reference purposes is the index of articles that have appeared in pervious volumes.

Among the many articles in the current volume that merit study by recrearent valume that merit study by recreation authorities are, "School Auditorium, Its Purpose and Design," "California All-Weather Pool," "The Arts and Crafts Shop," "Planning a Ceramics Shop," and "Good Maintenance Practices: a Symposium." One entitled, "Shrubbery in School Sites," with plans for the progressive development of a school area, offers valuable suggestions that are equally applicable to other types of recreation areas.

The many illustrations and plans that accompany various articles add to the appearance and usefulness of the volume, and the comprehensive listing of manufacturers of equipment affords a valuable reference source.—*George D. Butler*, Research Department, National Recreation Association.

Modern Music-Makers

Madeleine Goss. E. P. Dutton and Company, Incorporated, New York 10. Pp. 499. $10.00.

Those enlisted in the cause of American music will find in this book material to aid their campaign. The author stresses the more serious contemporary music makers like Howard Hanson, Deems Taylor, John Alden Carpenter, Aaron Copland, Roger Sessions and Leo Sowerby, but almost half of the thirty-seven composers represented have contributed lighter and even popular pieces, including songs, dances, hymns, ballads, operas and other music for the stage.

In each case Miss Goss supplies photographs and biographical data, the latter not only in factual listing form but enlivened with backgrounds of heredity and environment, and with quotable anecdotes. Thus, she sketches in the series of meetings and debates which Virgil .Thomson had with Gertrude Stein, and their part in the writing of his music-drama, "Four Saints in Three Acts."

The appreciation of unfamiliar music is stimulated by associations of this kind. However, the same is true even for such better known works as Roy Harris' "When Johnny Comes Marching Home," Morton Gould's "Cowboy Rhapsody" and Leonard Bernstein's ballad "Fancy Free."

Music and Your Emotions

Emil A. Gutheil, M.D., Jay T. Wright, Ph.D., Vincent R. Fisichelli, Ph. D., Frances Paperte, Alexander Capurso, Ph.D. Liveright Publishing Corporation, 386 Fourth Avenue, New York 16. Pp. 128. Paper $2.00, Cloth $3.00.

Several doctors, psychologists and researchers in the use of music as an aid in therapy have collaborated in assembling the material for this little book, which has been prepared for the Music Research Foundation Incorporated. Its purpose is to serve as a practical guide to music selections associated with desired emotional responses.

Based on two studies—one with patients at the Walter Reed Hospital in Washington and the other with normal college students, the book lists a number of compositions, mostly of the more familiar type, classified according to such mood categories as happy, gay, nostalgic, sentimental, stimulating, eerie, and so on. The authors' conclusions are often tentative, and reflect only their own and the listeners' opinions on the emotional strength and effectiveness of the music. Nevertheless there is a place for such guidance, not only in hospitals and mental i tutions.

There are brief chapters on the tory of research in music therapy, evaluation of music as a therap agent, and the work of the Music search Foundation.—*Gertrude Bo ard*, Correspondence and Consulta Service, National Recreation Ass tion.

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In the November *Popular Scie* Mrs. Rowena Shoemaker, assistant rector of Play Schools Association, how to build safe, sturdy, enjoy toys for children.

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	Portales, New Mexico November 30—December 3	Joseph F. Dickson, Chairman of the Division of Health and Physical Education, Eastern New Mexico University
	Sumter, South Carolina December 8-11	Harry R. Bryan, City Recreation Director, Recreation Department
Mildred Scanlon Social Recreation	Marietta, Georgia November 2-5	Dr. J. Eugene Welden, Coordinator Special Services, University of Georgia, Division of General Extension, Athens
	Columbus, Georgia November 9-12	Dr. J. Eugene Welden, Coordinator Special Services, University of Georgia, Division of General Extension, Athens
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Frank A. Staples Arts and Crafts	Moscow, Idaho November 2-5	Frank J. Reich, Director of Recreation
	Salt Lake County, Utah November 16-19	John J. McGurk, Superintendent, Department of Recreation, City Hall, Salt Lake City
	Rochester, New York December 9-11	Rex M. Johnson, Secretary Character Building Division, 70 North Water Street, Council of Social Agencies, Inc.
Grace Walker Creative Recreation	NAIRO Conference Minneapolis, Minnesota November 2-12	Mrs. Helen Mudgett, University Extension Division, University of Minnesota

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Corporal
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Medal of Honor

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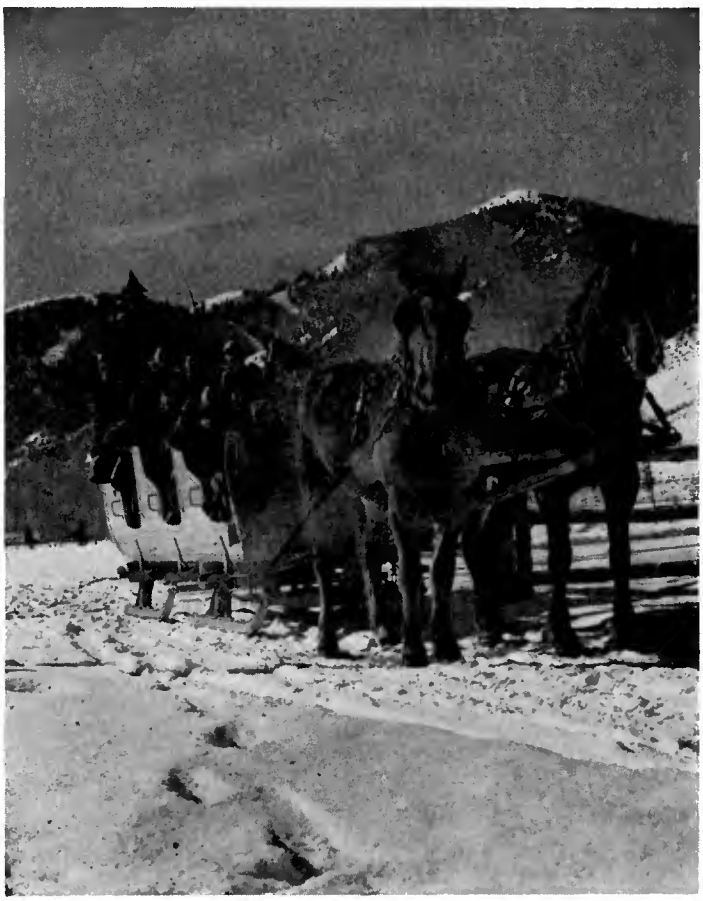

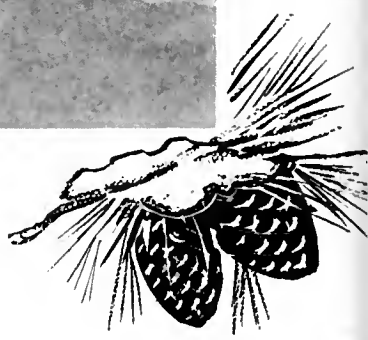

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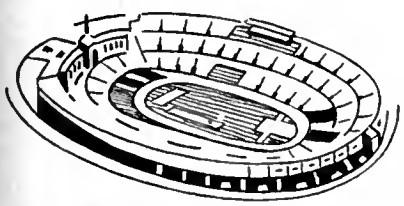

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On the Cover

Sleighbells ring . . . on our cover which shows one of the happy holiday traditions of long ago, bringing in the Christmas tree. Although it isn't possible for everyone to find a sleigh and horses—and an available tree to cut—as our cover friends have, we hope the picture itself puts you in the proper mood to try some of the Christmas ideas which appear inside. Photograph courtesy Sun Valley News Bureau, Steve Hannagan Associates, New York.

Next Month

The first issue of the new year is one of our *special* issues, with emphasis on young adults, and you'll find it packed with ideas and information particularly suited to this group. The articles, "Accent on Young Adults" by Simone C. Picard, "Teen-Agers and Young Adults in Today's World," and a study on the "Recreational Interests and Needs of Schenectady Teen-Age Youth" contain pertinent facts for recreation leaders. There are many tips for good program activities in "Gay Twenties Club" and "Thirty-Forty Club," as there are in "Mobile Madness" and a picture story on social games for young adults. To find out all about "something new that's been added" be sure not to miss Joseph Prendergast's article on "The International Recreation Service and the United Nations."

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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My Philosophy of Recreation

Howard G. Danford

hilosophy is concerned with values. purpose is to "shed some light upon path" we are to travel. In recreation ay a common body of values is ded to give it uniform direction, ning and purpose, and to serve as a ying point for the profession.

Where are these values to be found? at are their origins? Recreation lers must know the sources of values recreation and be able to discover e values for themselves, for only in way can they really understand and ept them as their own. No ready-le list will suffice unless one roughly understands and agrees with processes by which another arrived hese values. Plato once defined a e as a person who executes the pur-es of another.

Many of the values we consider im-tant have their origin in the nature meaning of democracy which, in , derives many of its concepts from istianity and democracy. Since the reme importance of the individual, dignity and value of human life, is paramount significance in our way ife, it follows naturally that depart-its of recreation, schools, other ernmental units and all other ncies of society should begin their rch for values by asking this ques-: What are the basic needs of nan beings? The determination of nature of these needs and the means which recreation can help satisfy n is one of the major problems of field.

Human beings rarely live entirely rt from other human beings. They an integral part of a community of er individuals each of whom must able to take his place in society as ocialized human being with the at-des, qualities, and skills essential ie is to be an effective and happy zen in a democracy. Society has a it, in fact, a responsibility, there-e, to demand that all its public ncies of a social nature shall make greatest possible contribution to the elopment of the qualities of the good citizen in a democracy.

In the nature and needs of human beings and in the nature and needs of American democracy are to be found the values for which recreation should strive. If we would attain professional status we must not only define our aims but invest them with a social purpose and then pursue them intelligently with a sense of mission and of dedication.

Individual Fulfillment

All living things have needs. The higher one goes in the scale of life the greater and more diverse become the needs of the living organism. Man, the highest form of life on this earth, has needs so numerous and varied, and so vital to his general welfare and happiness that much of his existence consists of a continuous series of attempts to satisfy these deep-seated needs, or drives. The extent to which he succeeds is, in a very large sense, a measure of his personal fulfillment; the extent to which he fails is a measure of human frustration, maladjustment, unhappiness and, in many instances, illness or death.

Among the basic needs of human beings are the need for activity or movement; the need for recognition, status, and self-direction; the need for group acceptance; the need for new and interesting experiences or adventure; and the need for expression. In the satisfaction of these needs, in the attainment of the goals of personal fulfillment, recreation has an important part to play.

Growth in Democratic Human Relationships

It is not enough that individuals develop their powers and capacities simply as individuals without reference to other human beings. The strong man may use his strength to injure those who are weaker than he. The attainment of status and of self-direction may be the prelude to domination of others; group acceptance may lead to gangsterism, the need for adventure to crime, and expression of the aggressive drive to brutality and sadism. The fundamental needs of human beings must be satisfied and their capacities developed with reference to a standard of conduct, a code of behavior, which is based upon moral and ethical principles—in short, with reference to democracy and what it means in terms of human relationships.

We leaders in recreation have been too long divorced from great social issues. As John Collier puts it we have been too often conducting "pigmy programs seeking pigmy results amid giant opportunities." We can make a great contribution to the forces of freedom in this world-wide struggle between democracy and communism by (1) conducting our programs in harmony with democratic principles or tenets and (2) by working with youth and adults in such a way as to assist in developing many of the qualities of the good citizen in a democracy. For, in the final analysis, this struggle will be decided in favor of those forces which are able to prove that their way of life is a better way of life for all mankind than is the way proposed by their enemies.

Some may say that the development of citizenship qualities in youth is a job for education, not for recreation. Actually the attainment of educational values from a recreation activity—provided the activity is properly conducted—in no way detracts from the recreation values but, in fact, enhances them. Those who would have recreation leadership concern itself solely with enjoyment and happiness, without regard for the so-called educational values, not only are burying their talents in the ground and denying to recreation a tremendous educational significance, which it rightly possesses, but in the long run will achieve neither enjoyment nor happiness.

My philosophy of recreation, therefore, revolves largely around two basic concepts, the supreme importance of the individual and the vital significance of the Democratic Ideal. So oriented and so directed recreation rises above the trivial, the frivolous, the immaterial and assumes an importance comparable to the other great areas of life—education, religion, and work. The ultimate test of the success of a program of recreation will be the extent to which it enriches human life and contributes to the preservation and strengthening of American democracy.

Danford *is director of physical cation at Florida State University.*

This editorial is based largely upon materials from the book *Recreation in the American Community* by H. G. Danford. The book is just off press. See review page 452.

Letters

Salaries

Sirs:

Mr. Sutherland's article in the October 1953 issue of RECREATION is very timely.

We are very much interested in the salary problems at this time as we are undergoing job analysis and working on the 1954 Budget. If you have a comparative chart showing suggested salaries for other recreation positions, as well as superintendent, supervisors of recreation centers and directors of neighborhood recreation centers, we would appreciate a copy or two.

S. W. WILKENSON, *Office Manager, Recreation and Park Commission, East Baton Rouge Parish, Louisiana.*

Bicycle Safety

Sirs:

The Dodge City Recreation Commission in Dodge City, Kansas, has experimented with a bicycle safety program and we think we have some worthwhile information to pass on to other recreation commissions.

Through the police department, fire department, and recreation department the following program was established. After reading the article in RECREATION magazine on the use of Scotch-Lite tape for bicycles (January 1953, page 498) the recreation commission purchased Scotch-Lite tape for all bicycles in city. Firemen at the various stations applied the tape on bicycles, free of charge, when owners presented a bicycle registration card. Bicycle registration cards were obtained from the police department with the purchase of bicycle license plates. This registration card served as a driver's license for all bicycle owners.

We then set up a bicycle safety patrol and bicycle safety court. The bicycle safety patrol was established through the cooperation of the school principals. Each principal appointed eight children to the bicycle safety patrol in his school. Rules and regulations were established. It was the duty of the safety patrol to enforce the rules and regulations. All members who were chosen attended bicycle safety lectures given by the police department.

The bicycle safety court was made up of students from the junior high school. Each court session consisted of one judge and five jurymen under the supervision of the police traffic judge. The safety court was held at ten every Saturday morning and the judge and jurymen changed for every session of court. No money was involved in the penalties handed down by the court. Periods of impoundment of the bicycles were the fines imposed upon the bicycle owners in accordance with the seriousness of violation.

After almost a year's experiment with this program, our violations have decreased eighty per cent and the children, by participating as patrolmen and serving in the court procedures, have become conscious of bicycle safety.

DEAN KASTENS, *Recreation Superintendent, Dodge City, Kansas.*

The Handicapped Child

Sirs:

In the November issue of your magazine you state that you are interested in "What the Playground Can Do For the Handicapped Child."

The playground, if properly supervised, can fulfill an essential role to satisfy the need of the child upon whom limitations have been imposed through his or her handicap. The playground director may serve as a loving helper to assure the child of being wanted, thereby giving him or her the feeling of security and acceptance. This will help to overcome the feeling of timidity in the presence of normal, healthy children. The alertness and speed of the average child frightens the less able youngster into the background.

Children can be cruel to those less capable than themselves and may cause sadness and shyness in the handicapped child. Here the director has the opportunity to guide and educate the normal children in their responsibility towards the others. In the presence of other handicapped children, the contrast may serve to develop a sense of gratitude for what capabilities one does possess.

The child can be encouraged to express himself more freely without fear of abuse or ridicule from over-confident, and sometimes hostile, children In the director's role of "referee," all children involved may be encouraged to "love one's neighbor as one's self."

The supervisor can help develop the child spiritually—help him to know that he is God's perfect child. He may also explain Jesus' love for little children and offer the child hope in t "miraculous" healings are occurr frequently. Hence Divine Love may as much for others who have faith are pure in heart.

The leader can point out exam such as Franklin D. Roosevelt and m others who made notable strides in in spite of handicaps. Often handic are incentives or challenges to g contributions to the community, nation, or the world. Too often tal lie dormant for fear of expression. love, friendship and guidance of a p ground director can very well be turning point in the life of a ha capped youngster.

In a playground, the child will c into contact with many children, opportunity which may otherwise denied him.

All children are receptive to kind and can easily be led in the path right thought and activity, which serve to make their lives full and r Feed the famished affections and little one will blossom into matu with hope and a sense of accompl ment to make living truly worth wh

MRS. MINERVA S. RUBIN, *Brook New York.*

Appreciation

Sirs:

I just wanted to drop you a and tell you how nice it was to h Al Jensen of the NRA Personnel reau visit us recently. He did a v fine job for us. Not only did he wonders in counseling our Seni who hope to be placed in the field recreation, but he established good lationships with our placement of and he certainly gave me a lot of p fessional consultant service in additi Thank you very much for making visit possible.

While I think of it, I certainly w to congratulate you on the fine qua of the magazine you are now putt out. There is no question in my mi but that RECREATION is vastly impro over any previous time in its hist It is most attractive and its articles extremely helpful. Increasing good l to you and your staff.

HARLAN G. METCALF, *Chairman, partment of Recreation Educati State Teachers College, Cortla New York.*

PLEASE

All manuscripts **submitted for publication in RECREATION should be *double-spaced,* have *good margins,* and should be a first copy NOT a carbon!**

Things You Should Know . .

A Hospital Recreation Institute be held in New York on January 5-27 will be jointly sponsored by the ew York University School of Educa-on and the National Recreation As-ciation. Details of the Institute were orked out by Mrs. Beatrice Hill who cently joined the staff of the Associa-on as a special consultant on initiating creation programs in civilian hos-tals.

Intended primarily for hospital rec-ation workers in the Middle Atlantic id New England areas, the institute the first in a series to be held in her sections of the country. Registra-on for the three day conference is nited to two hundred. Hospital recrea-on workers desiring to attend should ake reservations immediately with rs. Hill at the National Recreation ssociation office.

The Proclamation by the Gover-or of Maine of the fifth Children's orts Day early this Fall was noted Mrs. Eleanor Roosevelt in her news-per column recently. She mentioned at a resolution had been introduced the last session of the Congress which uld designate the fourth Saturday of gust of each year as children's day. cording to the bill, a presidential oclamation would provide for the oper observance of that day "by hold-g such exercises as will instill in the ildren of the nation a zeal for good ortsmanship and teach them to enjoy, preciate, and conserve our national ld life."

Only Forty-nine Municipalities t of a total of 805 which have par-ipated with the New York State uth Commission in operating recrea-n programs since the Commission's nception in 1945 have terminated ir recreation programs once they re started. A majority of those opped were in municipalities with ver than 1,000 population.

Increased Interest in Synchro-zed Swimming is emphasized by the t that one of the four work groups the Fourth Annual Conference for National Cooperation in Aquatics which met at Yale University late in October was on clinics for training judges for synchronized swimming. Increased emphasis on local coopera-tion in the community on aquatics pro-grams was also reported. Community recreation leaders interested in a posi-tive program for community coopera-tion in aquatics should write for details to Richard L. Brown, Secretary, Con-ference for National Cooperation in Aquatics, c/o American Red Cross, 8th and E Streets, N.W., Washington 13, D. C.

▶ First in a Series of New Publica-tions on program planning published by the National Recreation Association is *Planning for Girls in the Com-munity Recreation Program* by Helen Dauncey. This new 32-page booklet covers such topics as basic motivation, outlining community resources and suggestions for a broad range of activities for girls. The book sells for sixty-five cents.

▶ A Hunter Safety Education Pro-gram is now available to every com-munity in the country through the fa-cilities of the National Rifle Association of America. The program is designed to benefit all inexperienced hunters re-gardless of age. Any qualified adult in-structor, who is certified by the Na-tional Rifle Association on the basis of experience and a written examination, may conduct the course. Full details can be secured by writing the National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington, D. C.

▶ New York Will Be the Site of the Twenty-Third National Convention of the American Camping Association Convention, February 2-6, 1954. Meet-ing in the Hotel Statler, the convention will draw participants from all areas of outdoor education—camp directors, educators, recreation leaders, coun-selors and related fields.

▶ Plans are Now Being Completed for the Eighth Annual National Writing Contest for Hospitalized Veterans. Sponsored by the non-profit Hospi-talized Veterans Writing Project, the contest is handled in cooperation with the Veterans Administration. This year about one thousand manuscripts were received from 160 hospitals throughout the country. One of the features of the project is the regular weekly visit of local writers to hospitals to conduct writing classes or to present programs of special interest to writers.

▶ Copies of the American Forum of the Air Discussion of highly or-ganized competitive sports for children are available from Ransdell, Inc., 810 Rhode Island Avenue, N.E., Washington 18, D. C., for ten cents per copy. This discussion which was called "Are Or-ganized Sports Harming Our Chil-dren?" was carried nationwide over NBC Radio and Television. Partici-pants in the discussion were "Dom" DiMaggio, Dr. Frederick V. Hein, director of Health and Fitness of the American Medical Association; Simon McNeeley, United States Office of Edu-cation; and Bob Wolff, Washington sportscaster and member of the board of the Pop Warner Foundation.

▶ The Report of the Sub-Committee on juvenile delinquency of the United States Senate's Committee on the Judi-ciary will be made prior to January 31, 1954. The study which was initiated by Senator Robert C. Hendrickson of New Jersey is attempting to (1) determine the extent and character of juvenile delinquency in the United States and its causes and contributing factors, (2) the adequacy of existing provisions of law . . . in dealing with youthful offenders of Federal laws, (3) sentences imposed on, or other correctional action taken, with respect to youthful offend-ers, by Federal courts, and (4) the ex-tent to which juveniles are violating Federal laws relating to the sale or use of narcotics.

Errata

• In Listening and Viewing, page 313, October 1953 issue of Recreation—under "Community Recreation on TV," we have been requested by WOI-TV in Ames, Iowa, to state that films of these programs are *not* available for general distribution as only a single kinescope recording was made of each.

• An article on the new home of the Association is not scheduled for the January 1954 issue of Recreation, as announced on page 330 of the Novem-ber 1953 issue. Such an article will probably appear later in the year. How-ever, an article by Mr. Prendergast on the new international office and service of the Association will be included in the January issue.

Editorially Speaking

Follow The Explorer's Trail

Ellsworth Jaeger

It was Christmas Eve long ago in a wilderness. Snow floated to earth in great feathery flakes. It was as still as death. Only the Balsam sighed as Winter's breath caressed its myriad needles. Its forest companions were deep in their cold sleep.

Through the drifts a ragged, bleeding figure crept and fell in a heap under the tree. Compassionately the Balsam lowered its branches as a shelter. The figure slowly revived and heard the Balsam whisper, "Take of my gum and bind your wounds."

Heeding the advice, the traveler soon felt strength returning. "Now, rub my branches together and you shall have warmth," sighed the tree. After the flames came, the Balsam made a soft couch of its twigs and needles.

Now that it had given of all its possessions, the tree felt a glow of happiness. Its very twigs gleamed as with a thousand candles. Then a strange thing happened. The forlorn figure was suddenly clothed in a glorious light and said, "Since this night you have sheltered the Christ, evermore, you shall be the symbol of Christmas Eve, the night of the Shining Tree. This shall be your greatest gift."

Reprinted from *Hobbies*, December 1952.

Rebuttal

Excerpts from an original column, by the editor of the *Charleston Gazette*, which is written in a half-kidding vein, and an answer to it—written by Bob Kresge, superintendent of recreation in Charleston. Both of these appeared in the paper's "Reader's Forum."

We're Mollycoddling Our Children into Criminals — "Supervised recreation" moved in on the youth of America when I was a kid and this menace, which threatens the very foundations of America, grows stronger and more firmly established with the passing hours.

In my day it existed, chiefly, to provide employment in that depression-ridden era to alleged social workers out of a job. But no matter how it started, it is making sissies of young Americans and depriving them of a great deal of natural wisdom which cannot be obtained at either end of a ping pong table.

Before the social workers moved in, parents were able to find useful things for kids to do. They could, for instance, clean out the basement and scrub the front porch. They could cut the grass. They could dust the furniture and go to the store for a pound-and-a-half of hamburger.

When these things were done, they were permitted to turn to wholesome, non-supervised recreation. With a great scorn for adults, my crowd went to the hills and built cabins, learned to recognize the birds and animals, fought pitched battles with rocks and sticks, learned to swim in the Barksdale hole, explored newly-built houses, stepped on nails, became infected with poison ivy, tinkered with old automobiles, played baseball with a tin can . . . Everybody was happy and nobody got into trouble.

Then they opened what was calle the Community House, operated b quavering old ladies and stuffy your men. It was equipped with all sorts games and devices guaranteed to bo kids and the whole neighborhood we to hell.

Parents stopped speaking to ea other when one of the more social inclined youngsters got punched in t nose. The supervisors learned too la that pennies were being wagered up the outcome of childish contests . . . was chaos.

That's my brief against supervis recreation. Let the kids have fun whe they can find it; and they can find Let the supervisors secure honest wo somewhere. It'll all work out for t best. Just let the kids alone.

—L. T. Anderson

Supervised Recreation Defended The column in last Sunday's Gazet "We're Mollycoddling Our Childr Into Criminals," did a good job describing the effects of poor lead ship in a field of endeavor that can as much to improve human welfare any field can. However, I question t justice of criticizing an entire mo ment because of one person's unf tunate experience many years ago.

That advise to recreation leaders "secure honest work somewhere" puzzling. Half-kidding or not, th would sound strange to those citize throughout the land who have labor so long and so hard to give people chance to lead fuller lives. Have th been wasting their time and the publi money? That depends on the value o places on the light of happiness in t face of a child who knows little else life but meanness; or how one measu the thrill of a skill learned, the wo of a new interest. It depends on t importance attached to developi healthy personalities and good citizer for play, capably led, will do just th

"Just let the kids alone." Fine, if works. But there are quite a few m million kids around today than th were twenty-five years ago and ma less wooded hillsides near town build cabins on. The old swimmi hole is full of sewage or industr wastes. Something had to be done provide play space in the growing citi That's how public recreation came i being.

As for supervised recreation, w today can possibly challenge the va of good play leadership? Public fa ities are poorly used without it .

Every man to his own opinion, course. As for me, I know what pub recreation can do. It is up to us Charleston to do it!—Robert Kres

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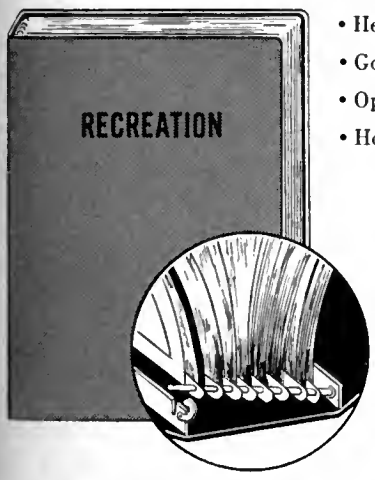

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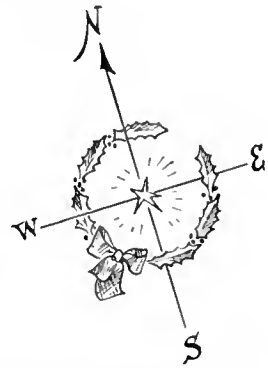

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THE WHITE HOUSE
WASHINGTON

Denver, Colorado
September 11, 1953

Dear Mr. Rivers:

I am delighted to send greetings to those attending the thirty-fifth National Recreation Congress in Philadelphia.

We all recognize how richly leisure can contribute to the life of the individual and of his community. In free time, free men develop many of the talents and attitudes so essential to democratic living -- be it teamwork, sportsmanship or individual and creative initiative. Today, since scientific development of our natural resources and the efficient organization of our industrial life have so vastly increased the leisure time of Americans, it would be particularly unfortunate if that leisure were not wisely spent. We can therefore be grateful for your efforts in this important field.

In sending you my best wishes, I want to add a special word of commendation to those devoted men and women on the local boards and committees responsible for the recreation services of the Nation. May your deliberations in Philadelphia serve to bring increasing benefits to our people.

Sincerely,

Dwight D. Eisenhower

Mr. T. E. Rivers
Secretary
National Recreation Congress
National Recreation Association
315 Fourth Avenue
New York 10, New York

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35th NATIONAL RECREATION CONGRESS

—*in Review*

THERE WAS a bursting-at-the-seams look about the Bellevue-Stratford during the last week in September as the full tide of 1,700 recreation leaders and interested laymen flowed cheerfully through corridors, in and out of meeting rooms, exhibits, elevators, restaurants—and pre-empted every available facility for business-at-hand at the big meeting.

The persistence of warm summer weather in Philadelphia, combined with a preponderance of tweed suits and other obviously new fall clothes, failed to dim the fresh look and eager light-in-the-eye of their busy wearers.

The congress program, in the complete kit of materials presented to each delegate upon registration, carried a page of instructions as to location of congress services and meeting rooms, and so on, but the usual number of people lost themselves, or their friends, or their schedules and amiably milled about—finding all or none—and never thinking to look at page nine.

Administrators were assured in manner, with an expansive friendliness; young executives, many of whom were new to the scene this year, were as eager a group as has ever assembled, fizzing over with interesting ideas, questions and problems in their own right. Program leaders of public and private agencies, hospitals and other institutions, churches, industry, army special services and the air force, were present in generous and interested numbers, contributing and taking away with them the stimulation of exchanged experience and the widened horizons that such an exchange can bring about. Substantial numbers of civic leaders who are aiding in the development of national and local recreation programs were also present.

Attendance covered forty-four states and seven foreign countries. German delegates, Dr. Ernst Korff, executive director of the Agency for Community Centers and Leisure-Time Activities, in Munich, and Dr. Werner Koerbs, vice-president of the Physical Education College of Cologne, stressed the serious need for sponsored recreation programs in Germany and the danger of allowing refugees from Communist-dominated sectors to remain idle. Notably outstanding this year, was the participation of lay leaders, both local and national, in the program throughout the entire week. They took part in the chairing and leading of a variety of meetings as well as in the actual discussion sessions. A special meeting for board members only was well attended and all who participated were articulate in their lively approach to shared problems.

Members of the board of directors of the National Recreation Association who were present were Otto T. Mallery of Philadelphia, chairman of the board; Reverend Paul Moore, Jr., Grace Church, Jersey City, New Jersey, first vice-president; Miss Susan Lee, daughter of Joseph Lee, second vice-president, F. W. H. Adams of New York; William H. Davis of New York; Grant Titsworth, Noroton, Connecticut; Frederick M. Warburg, New York and Mrs. William L. Van Alen of Edgemont, Pennsylvania. NRA sponsors and citizen-members of local recreation boards, private agencies, and civic and youth serving groups represented every section of the country. Among these were Raymond Firestone, vice-president of the Firestone Tire and Rubber Company; Maurice du Pont Lee, president of the board of park commissioners, Wilmington, Delaware; Mrs. Bartlett B. Heard, of the California state recreation commission; Mrs. George H. Gorton, chairman of the public recreation board, Kansas City, Missouri; Mrs. William L. Lefferts, chairman, Westchester County Recreation Commission; Henry W. Meers of White, Weld and Company, Chicago; and Dr. Paul Douglass, noted educator and author. →

CONGRESS

— in Review

More than sixty prominent Philadelphia civic leaders were honorary sponsors of the congress. Fredric R. Mann, commissioner of the Philadelphia Department of Recreation was host at a luncheon for this group on Tuesday.

Among distinguished guests arriving to address the big meeting were such notables as Secretary of the Interior Douglas McKay; Governor John S. Fine of Pennsylvania; Vice-Admiral H. G. Norman, general secretary of National Playing Fields Association of England; United States Air Force Air University Commander, Lt. General Laurence S. Kuter; Mayor Joseph S. Clark of Philadelphia; Dr. Ralph W. Sockman, famed minister of Christ Church, New York City; Dr. Luther Gulick, president, Institute of Public Administration; and Hugh Pomeroy, city planning authority.

Wives of delegates, too, were too busy to be slowed up by summer weather. They had their own usual meeting (presided over by Mrs. William Van Alen of the National Recreation Association board) and were entertained at tea in historic Strawberry Mansion, in Fairmont Park. They stood by their husbands through thick and thin and many a meeting, gave the Philadelphia shopping district a thorough going-over, and attended a special luncheon and fashion talk at Strawbridge and Clothier. In addition, special tours were planned for them.

In fact, the local arrangements committee, headed by Robert Crawford, deputy commissioner and superintendent of recreation, with the help of many local organizations, was busy throughout the week doing everything possible to make congress delegates feel welcome and at home. An information booth, near the registration desk, was manned by Philadelphians throughout each day.

The commercial exhibitors displayed and gave first hand information on a wide range of the products and services, from miniature trains for parks to materials for silk screening, which they make available to recreation leaders; and their fascinating and colorful booths somehow withstood the stampede between and after sessions. In addition, more space was available for educational exhibits this year. Foremost among them was a "live" arts and crafts exhibit from the Baltimore recreation department, offering continuous demonstration and participation activities under the able and friendly leadership of members of the Baltimore staff. The products displayed and made on the spot were of exceptionally fine quality.

All other congress services were crowded — consultation room, press room, registration desk, National Recreation Association membership desk, all space reserved for conferences, and corridors—with groups of guests spilling over into the congress administration offices where executives, association staff personnel and local secretaries stumbled over each other in determined attempt to discharge a terrific workload and make the congress as cordial, smooth-running and as successful as possible. Facilities were so congested that more space had to be taken over, extra meetings scheduled. Hotel staff remarked, from time to time, that they had never seen such a "hard-working convention."

New in the press room was the press-photograph service. Here, press photographers stood ready to take pictures of delegates with their fellow leaders from other states, or with congress or association officials, to be sent, along with a press release, to their home town newspapers.

New in the consultation room was a RECREATION magazine exhibit with a staff member always in attendance—so that anyone wanting to discuss ideas for articles, check up on old subscriptions or take out new ones, sign cards for Christmas gift subscriptions, examine the new binders and so on, could be sure of having the opportunity.

New in each section meeting was the distribution of a bibliography of articles on the subject under discussion, which have appeared in RECREATION during the past four years. Complete, collated sets of these bibliographies were made available at the magazine exhibit.

For the second year, the rough draft, containing summaries of all section meetings was made available at cost-price by the end of the week. It was this project that kept the midnight oil burning and mimeograph machine humming in the secretary's office through the far reaches of the night.

Messages of greeting and good wishes poured into the congress from many sources. Among those arriving, in addition to that of the President of the United States, was a letter to the National Recreation Association from the Duke of Edinburgh, president of the National Playing Fields Association of England. It states, "Recreation in its widest sense and the healthy rivalry of games provide a natural outlet for the energies of young people and an important part of the training of our future citizens. On the two sides of the Atlantic, our associations are striving for the same end."

Two new songs were introduced during the congress: "We Build," in which words by Howard Braucher were set to music by Mrs. Anne Livingston; and "A Time to Play," with music by Paul Smith and lyrics by Hazel George. The latter has been published by Carl Fisher, of New York, and copies were on sale at the congress.*

Straws-in-the-Wind

The importance of lay participation and cooperation in our recreation planning was a theme song running through the entire congress; and a pervading concern about juvenile delinquency problems and vandalism was apparent. Demand for materials on the evaluation of personnel and program exceeded the supply at hand, a healthy indication that this matter of standards is receiving high priority in the minds of leaders. Business and industrial employees were concerned with industrial-community relationships in recreation.

A topic generally discussed was the rapid development of hospital recreation over the last few years and the striking demonstration by Mrs. Beatrice Hill and her group of patients from

*Copies available from National Recreation Association for $.50.

Goldwater Memorial Hospital of Chronic Diseases, New York, at one of the hospital recreation sessions. (For details, see page 402.)

Special Meetings

Some preliminary meetings and conferences were held on Sunday, such as those of the American Recreation Society annual meeting, but regular congress sessions began on Monday. The separate all-day conferences started at 9:15 in the morning. (See page 402.) Special conferences, and breakfast, dinner and luncheon meetings were held throughout the week. Among these were the annual American Recreation Society luncheon; a special luncheon-business meeting of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel (see page 444); a luncheon

Left to right: Colonel B. E. Nowotny, Chief, Personnel Services Division, U. S. Air Force; Lt. General Laurence S. Kuter, Commander, Air University, U. S. Air Force; Raymond Firestone, Firestone Tire and Rubber Company.

for congress honorary sponsors and for the sponsors and board members of the National Recreation Association; the annual New England dinner; a dinner for the Mid-West District Advisory Committee; a Colorado luncheon. Others included a luncheon of American Red Cross workers; a Michigan Recreation Association luncheon; a Southern District breakfast; a breakfast for the Southwest District; a Florida dinner; and meetings of the Public Recreation Association of New Jersey, the New York State Public Recreation Society, and the College Recreation Association.

Evening Meetings

The throng turned out to capacity for the first general evening session, chaired by Otto Mallery, chairman of the National Recreation Association board, on Monday. After the invocation by the Reverend Paul Moore, Jr., first vice-president of the association, the entire audience joined in the singing of the national anthem, most effective with special lights playing on the flag of the United States—and the meeting was underway. Mr. Mallery opened the business of the evening with the reading of President Eisenhower's message to the congress. (See page 394.) Fredric Mann, commissioner of recreation in Philadelphia and host to the congress, was introduced, and the city's enterprising mayor, Joseph Clark, Jr., gave an excellent address. He stated that although today's tax burden is great, local governments still are justified in "spending public money to provide outlets for the leisure time of their citizens." He held that recreation is an essential part of the program of any great American community and that it can make a big dent in the numbers of citizens requiring treatment or hospitalization for mental diseases. "In a democracy," he said, "elected public officials respond to the pressures and demands of the electorate. America's metropolitan areas are committed, through these pressures, to continuation and expansion of governmental activity in the recreation field. No elected official could retrace our steps, eliminate recreation as a major function of local government and expect re-election. Recreation has become a governmental function, not from consent but by demand, of the governed." At the conclusion of his speech, the audience gave him a standing ovation.

At this point a great swell of music introduced a surprise and brought from the wings, and from the back of the house, the colorful championship Hegeman String Band of Philadelphia. Their resplendent uniforms were shamrock green satin, a-glitter with sequin trimming, while their marshal was garbed in gold. Their large plumed Indian head-dresses swept the applauding spectators, as their wearers paraded down the aisle.

Herman Seflin, of the Philadelphia recreation department, is musical director of this group, and told us that this is its thirty-third year of organization. It plays for orphanages, organizations of all kinds, gives free concerts to citizens—and entertained as many as 150,000 people during the hot weather months last summer. Members were most generous with lively music for the delegates, set many a toe to tapping and called forth cheers and "bravos." Their interesting collection of instruments included a bass viol, banjos, accordions, guitars, violins and a saxaphone. As a closing number, they played "The Bells of Erin,"—the theme of the Mummer's Parade this year.

Other entertainment for the session included a tumbling demonstration by boys of various ages, both tap and ballet dancing by girls in gaily colored costumes—both groups from the Philadelphia recreation department—and in contrast in size, an unusual rope-jumping demonstration by four high school girls from the small community of Bristol, New Hampshire. This is an important activity in Bristol, and has been worked out by the girls in a unique manner. They, by the way, furnished their own costumes—simple, but effective uniforms—and paid their own expenses to the congress, through their local rope-jumping activities.

The Tuesday evening meeting was ably chaired by Raymond Firestone, who is the Akron sponsor of the National Recreation Association. Mr. Firestone urged corporations to look more carefully into the field of recreation as a significant opportunity for service. In referring to corporate contributions to the recreation field, he said, "While it is not entirely new, much is now being said about the responsibility of corporations to give financial support to community services. It is reported that corporations in 1951 contributed well over 300 million dollars to philanthropy."

The first speaker, Governor John S. Fine, stressed the need for recreation in an atomic era. "Recreation has become a pressing question for the twentieth century American," he stated.

"requiring greater consideration of cooperative support on the part of public and civic authorities, greater initiative on the part of private organized professional groups, and greater interest in cultivating opportunities creatively by the individual citizen." He brought out the point that "recreation is an important key to inner concord for the tension ridden human being."

Lt. General Laurence S. Kuter, was the other speaker of the evening, and he took the opportunity, at the end of his talk, to award to the National Recreation Association, in behalf of the Secretary of the Air Force, H. E. Talbot, the highest air force citation for civilians. (See page 401.) Said General Kuter, "Only thirty years ago, the idea that the military profession and the recreation profession had anything in common would have met with incredulity, if not outright disbelief. The fact that today we do meet on common ground in our concern for young people, as well as in our concern for the future of the free world, is a measure of the progress that has been made in both our professions in the second half of the twentieth century. Recreation and the sponsorship of community recreation is a basic component of the American way of life, an element of our national culture. The right and privilege of the individual to choose leisure-time pursuits that are personally gratifying to him is the essence of freedom."

Next on the program came the presentation of awards to the winners of the U. S. Air Force Service Club Publicity Contest, by Mr. Prendergast, of the National Recreation Association. These were accepted in behalf of the winners by Miss Nancy Casey, Command Service Club Director, Headquarters Fifth Air Force, Far East, and Miss Marjorie Miller, Command Service Club Director, Headquarters, United States Air Force in Europe. Sixty-three service club directors, from many parts of the world, had submitted entries consisting of publicity scrapbooks—pictures of exhibits, posters, signs and other promotion media. The three prizes, for the best publicity program between July 1, 1952 and June 30, 1953, were won by service clubs in Germany, Hawaii, and Japan, with honorable mention going to a club in Guam. The National Recreation Association provided judges for the contest.

A gaily attired group of boys and girls from International House announced entertainment with Estonian dances in the ballroom, thus closing the session.

The Wednesday evening meeting was treated to selections by the Temple University Concert Choir, under the expert direction of Mrs. Elaine Brown. The word "treated" is used advisedly, for their concert was beautifully rendered and enthusiastically received.

Mr. Henry W. Meers, partner in the firm of White, Weld and Company and chairman of the Chicago Area Committee of the National Recreation Association, chaired the meeting. Addresses of the evening were by Mrs. Howard Braucher, widow of the late president of the National Recreation Association (see "Sails Filled and Streamers Waving," page 404) and the Honorable Douglas McKay. Mr. McKay, who heads the many divisions within the Department of the Interior which are concerned with the recreation welfare of the United States, emphasized the importance of recreation as a curb on crime. "There is an emphatic need," he stated, "for public officials to examine with more realism the importance of better recreation opportunities as an effective weapon in the struggle to protect the nation's youth."

The Thursday evening meeting was the gala affair of the congress—the banquet. Dressed in best bib and tucker, guests poured into the ballroom in a gay mood. There they were served an excellent turkey dinner while being serenaded by a male quartet, sketched by wandering artists, and having their fortunes told and a future trip to the Ozarks foretold by a seer from the state of Missouri. His prophecy was correct, for the Missouri Resources and Development Commission conducted a "drawing" for a free trip to the Ozarks. This was won by Miss Marie Bernatowing, of Detroit, with three "runners-up," in case she can't go.

The banquet program was chaired by William H. Davis, of the National Recreation Association board, and got under way shortly after the dessert with the entrance of a birthday cake for The Reverend Dr. Ralph W. Sockman who was the first speaker of the evening. His talk, as usual, was alive and provocative. "Our machine age has made life easier physically and harder morally," he said. "Our shorter working hours leave more time and energy for excitement and thrill. It is not enough to preach to people what they should not do in their leisure, we must provide them with wholesome creative activities."

Quite a stir went through the room when he stated, "The most dangerous

Delegate examines attractive display of scrapbooks, winners in the U. S. Air Force Service Club Publicity Contest

age of life is not youth but middle age. We must provide playgrounds for children and activities for the aged, but even more we should be concerned about the middle-aged." He held that we must recreate the creative spirit in man or we shall destroy our civilization with the acquisitive spirit.

A significant international flavor was given to the session by Vice-Admiral Norman, who was the second speaker. Upon special invitation from

Three national experts of planning meeting: left, John T. Howard, M. I. T.; Henry Fagin, Regional Plan Association, New York; Hugh R. Pomeroy, Westchester County Planning Commission, New York; and the chairman, Miss Susan Lee.

Otto T. Mallery, he was sent by His Royal Highness the Duke of Edinburgh to attend the full congress, representing the National Playing Fields Association. Admiral Norman was warmly greeted both because of his position in the recreation movement in England and because of the many friends he had already made during a busy week in which he studied, conferred, looked, shared experiences and generally made himself one of us. He described the special problems of recreation in Great Britain, saying that the war, with its sad tale of material damage in their big cities, has given them an opportunity to acquire and develop some of the bombed sites for children's playgrounds. "We have recently formed a Children's Playground Club," he said, "with the idea of obtaining wider interest for this side of our work by attracting the interest of the children themselves. We also aim to flatter you by imitating your creative playgrounds." He ended his talk, and the evening program, by presenting Mr. Davis, Mr. Prendergast, and Thomas E. Rivers, assistant executive director of the National Recreation Association and secretary of the congress, with the tie of the National Playing Fields Association.

Admiral Norman also brought with him a few souvenirs of the Coronation —medals with Queen Elizabeth's profile on one side and the National Playing Fields Association's emblem on the other. These have been presented to NRA board members and sponsors.

Other General Sessions

Again this year, the morning period from eleven to twelve-thirty was used for general sessions on specific topics. On Tuesday the meeting was chaired by F. W. H. Adams, board member of the NRA. Mr. Prendergast, in presenting "A National Look at Recreation," spoke of current trends and work to be done in the recreation field, reported on current and future projects of the National Recreation Association, and emphasized that an important function of the association is that of "acting as the secretariat of the national recreation movement." He defined the movement as the hundreds, the thousands of recreation workers, professional and volunteer, and lay citizens interested in recreation. "Such a movement," he said, "is apt to lack form and substance because it is made up of innumerable individual elements each primarily concerned with a particular phase of recreation and a specific community. However, it is from the movement as a whole that the needs, ideas, leadership and vision must come. It is, in my opinion, the responsibility of the National Recreation Association to provide continuing staff services on a national, regional and state level."

Dr. Paul F. Douglass, who is chairman of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel followed, and was helped in an excellent presentation of his committee report entitled "Leadership for Recreation," by the sub-chairmen of his very active committee.

Last, but by no means least, was the fine address on "Recreation and Research" by Dr. Luther H. Gulick, chairman of the new NRA National Council on Research in Recreation.

"There are many ways of testing the hypothesis that men, especially modern urbanized men, need and want recreation," he said, "and that societies which have such programs are better than those which lack them. While we have a right to state hypotheses on the basis of our own limited experience and as matters of faith, we have the obligation to test the assumptions with rigorous scientific honesty." Dr. Gulick's address will be published in the January 1954 issue of RECREATION.

At the Wednesday morning meeting, John Turner, superintendent of recreation, St. Louis, and Robert Black, recreation consultant, Missouri Resources and Development Commission, extended an official invitation to the congress to meet in St. Louis next year. This morning session on "Planning for Recreation in the Modern City," chaired by Miss Susan Lee, was one of the most outstanding of the congress, and was addressed by three of the nation's top planning experts: Hugh R. Pomeroy, director of Westchester County, New York, Planning Commission; Henry Fagin, planning director, Regional Plan Association, Incorporated, New York City; and John T. Howard, associate professor of city planning, Massachusetts Institute of Technology. Because

of the excellence of these talks, plans for their publication as a series in RECREATION are already underway. They will later be reprinted in pamphlet form.

Mr. Pomeroy defined planning as an operation which "gives direction to forces already in motion." Citing the modern city as an aggregate of the physical things that people have done and continue to do since its founding, he explained that what planning seeks to do is to "set an objective for the things being done so that the resultant city serves best the social welfare of its inhabitants." This dynamic concept, in which planning provides a pattern for the location, character, form and timing of the use of public lands, must permeate the entire operations of government, according to Mr. Pomeroy, and must include the entire physical community—public and private—as well.

Mr. Fagin emphasized the distinction between carrying out these objectives and the making of the larger policy decisions on which they must be based, pointing out that the latter should be made with public participation because they are "more important than deciding which facilities to build where."

The importance and effectiveness of citizen participation in planning at all levels was also emphasized by Mr. Howard, who outlined for delegates the how-it's-done development of planning operations.

The last general session on Friday morning, chaired by Mr. Mallery, was devoted to "What Has Been Significant About the Philadelphia Recreation Congress?" Dr. Paul Douglass, speaking from the point of view of the volunteer pointed up the new patterns of life that are developing as a result of more leisure time, more economic income, the provision for free-time activities. Briefly, these patterns are: habits of participation; a strengthening of the home through family recreation; a deepening of a sense of community; a new interest in cultural and creative activities. Mrs. George Gorton spoke for other board members in an excellent and hard-hitting speech that did not pull its punches.

Mr. Robert W. Crawford said that the recreation pattern in America is adjusting to a changed population structure, and that the recreation profession has the task of meeting demands for service which will require vast new facilities, more and better qualified personnel, and more standardized conditions of professional employment. He stressed the immeasurable values of the congress for those who attend and for the city in which it is held.

Daytime Sessions

The regular discussion sessions ran from 9:15 to 10:45 A.M. and sometimes 12:30, and from 2:30 to 4:00 in the afternoon, with some few exceptions. To report the content of these fifty-seven meetings here is impossible, but a summary of each, in addition to the evening addresses, will be included in the *Congress Proceedings** which may be available by the time this magazine reaches you.

Recreation leadership training courses were conducted on Tuesday and Thursday afternoons by NRA staff specialists assisted by such experts as Albert Butler of New York, ballroom editor of *Dance* magazine, Siebolt H. Frieswyck, educational director of Griffith Music Foundation, and Miss Malvena Taiz, Department of Physical Education of Women, University o Pennsylvania.

Other Activities

Under "other" we include the socia activities and the fun, although th latter actually permeated the entir congress. Recreation leaders are no like the "shoemaker's son who alway goes barefoot," and—in their spar time—have a way of seizing upon an recreation opportunity that rears it head. Planned social events started of with the NRA tea on Monday which without a receiving line, was more in formal than usual.

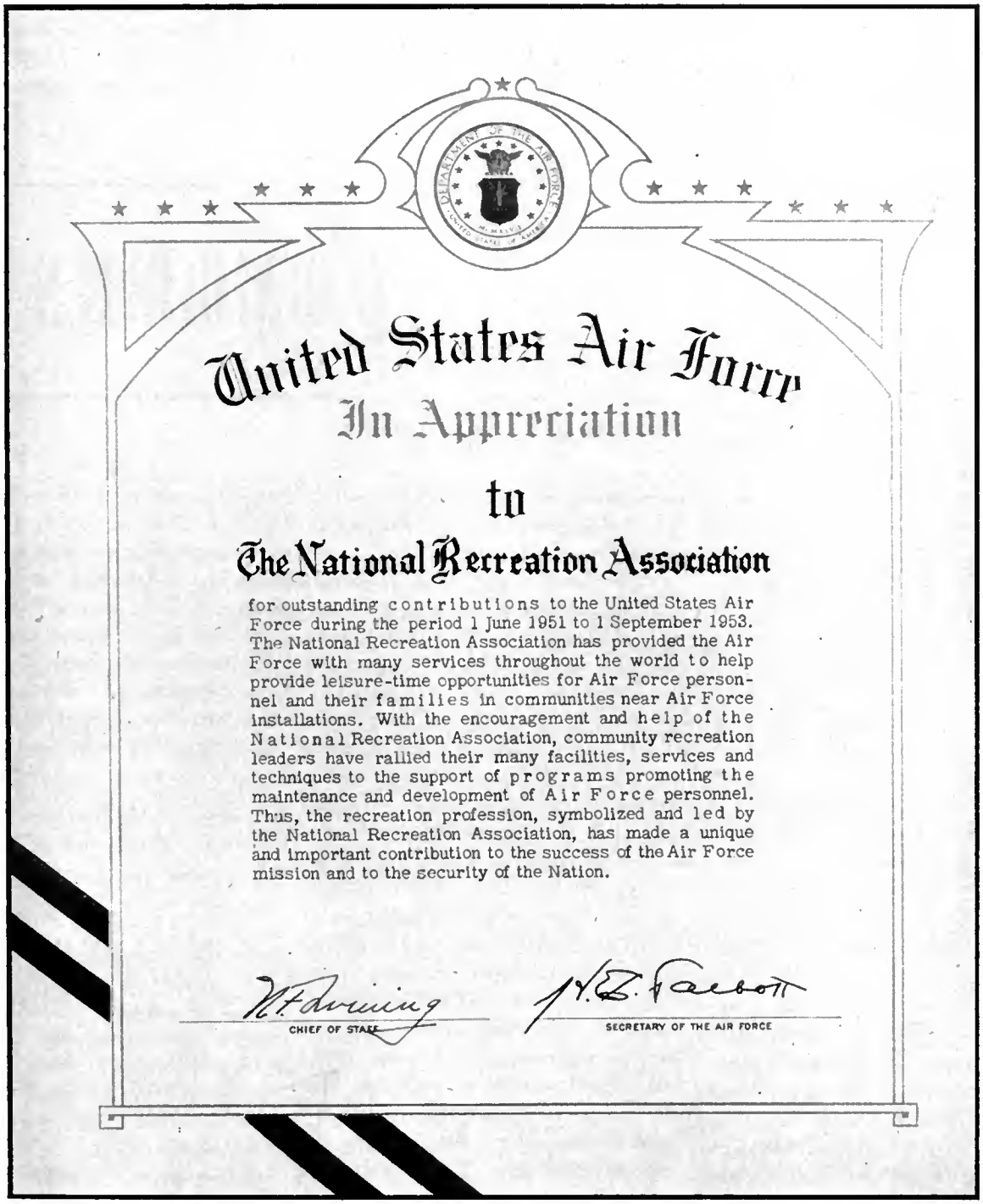
Each evening, after the general ses sion, some form of social activity wa offered. Here, even while relaxing b enjoying themselves, delegates picke up leadership pointers and progran ideas to take home. In such affairs mixers, square and folk dancing pre dominated, with the interesting demon stration of Estonian dances by youn people from International House o Tuesday, a real orchestra playing fo the do-si-doers on Wednesday nigh and, of course, ballroom dancing, agai with an orchestra, on Thursday nigh after the banquet. All of these evening ended with voluntary and informa singing around the piano. Evenin meetings throughout the week provide their share of the singing too, whil waiting for the crowd to assemble ever night.

On Wednesday afternoon, instead o the regular meetings, two tours too off into the sunshine of a beautiful da —the "Historical Tour" taking in som of the interesting sights related to th birth of our national independence an ending with refreshments served by th Smith Memorial Playgrounds at the las stop, in Fairmont Park; and the "Rec reation Tour" which introduced dele gates to recreation facilities of the city Some of the more diligent souls staye behind, however, to hold more con ferences, special meetings or to atten the craft classes at the Baltimore craf exhibit. Special tours of golden-ag clubs and of hospitals were also fea tures of congress week.

A period was set aside on Tuesda afternoon, for the showing of motio picture films brought by delegates.

* Order immediately if you have not done so. National Recreation Association. Price $2.25.

T. E. Rivers, Secretary, National Recreation Congress, said: "We are deeply gratified with the magnificent response received from the more than 500 persons with assigned tasks who participated in the Philadelphia Recreation Congress. This response and the work of the various congress committees, joined with that of National Recreation Association staff members, made the Philadelphia Congress a superb example of democracy in action."



United States Air Force

In Appreciation

to

The National Recreation Association

for outstanding contributions to the United States Air Force during the period 1 June 1951 to 1 September 1953. The National Recreation Association has provided the Air Force with many services throughout the world to help provide leisure-time opportunities for Air Force personnel and their families in communities near Air Force installations. With the encouragement and help of the National Recreation Association, community recreation leaders have rallied their many facilities, services and techniques to the support of programs promoting the maintenance and development of Air Force personnel. Thus, the recreation profession, symbolized and led by the National Recreation Association, has made a unique and important contribution to the success of the Air Force mission and to the security of the Nation.

CHIEF OF STAFF

SECRETARY OF THE AIR FORCE

All-Day Conferences

The all-day conferences on Monday were so productive of interesting results that brief digests of these meetings are given here. More complete information will be included in the *Congress Proceedings.**

Administrative Problems. These three meetings were heavily attended. From the many problems tackled there emerged a concern for the cooperation of public and private agencies in the local community, for as communities grow there is a tendency toward an overlapping of agency services. A great part of the discussions, too, had to do with swimming pools and revealed the interesting information that one in every four communities represented was planning the construction of a new pool, or has completed a pool during the past year. Several executives indicated that they are operating school-owned pools after school hours and during the summer.

Stimulating and enlightening also was the extensive discussion of the relation of full-time and part-time recreation staffs to the effectiveness of the recreation program, the problems involved in evaluating recreation leadership and program services.

After these meetings were over it was felt that there could have been more participation on the part of new, young executives, many of whom attended. It is to be hoped that, another year, they will come forward and toss in more of their own good ideas. There is some talk of a special meeting of their own, with a panel of old-timers for a stump-the-expert session. All in favor say "Aye!"

Recreation in Hospitals. These meetings were also well attended, participation was excellent. The first, chaired by Mrs. Elizabeth K. Couch, recreation supervisor of the Brooklyn State Hospital, included an excellent address by Dr. Paul Haun, assistant professor of psychiatry at the Bowman Gray School of Medicine, Winston-Salem, North Carolina. He stated that the recreation worker is not a therapist and therefore has neither diagnostic nor treatment powers. Therapy has to do with the medical side of the patient's treatment; but certainly no wise physician would minimize the part which a healthy spirit can contribute to the development of a healthy body. A heated discussion followed, based upon two questions: whether or not the work of the recreationist is therapeutic and should be so considered; and how the recreation worker may attain greater status in a hospital situation and thereby increase his usefulness and opportunity for service.

The second meeting, chaired by Rosemary Ward, recreation supervisor, American Red Cross, U. S. Naval Hospital, Portsmouth, Virginia, was concerned with the value and place of a recreation program in terms of the long-term and the carry-over program, and with evaluation of program; while the first meeting in the afternoon dealt with the role of recreation in rehabilitation, and was chaired by Maurice duPont Lee, NRA sponsor in Wilmington and president of the Wilmington Park Commission. It was addressed by Dr. George G. Deaver of New York University's Institute of Physical Medicine and Rehabilitation, who stressed the values of using rhythmic, creative and cultural activities with patients. He said that recreation workers need to meet the social and mental needs of patients.

The high point of the day was reached, however, with the thrilling panel presentation of the recreation program at the Goldwater Memorial Hospital for Chronic Diseases, of New York, put on by a group of the patients themselves. The patients were brought to Philadelphia especially for this purpose by Mrs. Beatrice Hill, who h been successful in introducing recre tion to New York City hospitals. Tl seven panel members entered the me ing room in wheel chairs. Jimmy Se born, moderator for the meeting, wl was lifted from a stretcher, stood ere with the help of crutches and made expert and charming master of ce monies. After introducing the patie he chatted with each about what t

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hospital recreation program means him, and about the specific activity their program for which he, himself, responsible. Activities covered a recorded in the *Congress Proceedin* This "live" demonstration did more bring home to the large audience leaders the rewarding satisfactions a values of recreation work in a hospi than hours of discussion could ha done.

Recreation for Business and Industr Employees. These sessions showed alive interest in employee recreati and were better attended than several years in the past. The first, the values to employees and mana ment, chaired by William S. Simps of Raybestos-Manhattan in Bridgepo brought forth, among other things, t fact that recreation in industry can ha value not only for the employees the selves and for their company, but the community as well.

The second session, expertly chair by Earl Schreiber, director of recr tion for the Timken Roller Beari Company, Canton, Ohio, went into t subject of the organization and ope tion of such programs, bringing out t fact that many business concerns not have company facilities and ne the support of public recreation

* Order now. National Recreation Association. Price $2.25.

tments, school and local social ncies.

Generally employee activities are d outside company property and in on community facilities, and the d to make public recreation depart- nts, school boards and local com- nity agencies aware of the values of ployee recreation programs was em- sized. In the United States 65 per t are jointly sponsored, and in ada 95 per cent are jointly spon- ed.

The third session, chaired by John Ernst, head of the department of reation, National Cash Register npany, Dayton, was spent almost en- ly in answering questions from the r, and it was found that employee grams are financed and supported nany ways. (See *Congress Proceed-* s.) Expressed interest in costs ught forth the information that re- surveys* show the cost per em- ee for the conduct of activities— uding the sum contributed by man- ment, receipts from other sources, not including the cost of overhead, e space or maintenance and opera- , or cost of company areas and lities.

n-Country Recreation. The first ion of these meetings, chaired by h McIntire of the University of ssachusetts, was conducted in unique ion, being set up in the form of ommunity meeting, with delegates ded into groups representing PTA, rches, teen-agers, town officials, nge, and so on. Interesting argu- ments developed and everybody had a good time over the subject of provid- ing recreation for the young people of the community. It was finally decided that representatives of all groups should form a study committee which would have the responsibility of deter- mining what programs were needed; what facilities were available; provision of leadership and methods of financing.

The panel on the second session of this meeting stressed the importance of leadership, and was chaired by Fred- erick M. Warburg of NRA board of di- rectors. The group held that first it is important to work out a philosophy of recreation to include everybody in the community. No community is so small that it does not have potential leaders. These should be discovered and used. It was stressed that willing "fellowship" creates leadership. A good leader is similar to a catalyst in chemistry—by using his ability and techniques he changes the attitude and outlook of the group. He is interested in getting the job accomplished rather than in taking the credit for doing it himself.

The third panel, chaired by Earl H. Regnier of the University of Illinois, also stressed the importance of first determining what the local youth need and want. It was decided that all young people want social contacts, competitive fun, and to play the game according to the established rules. When left on their own, participation lags. Skillful guidance is a necessity. It was also brought out that there is a great need for the return of recreation to the home. The last half of this session was con- ducted in the form of a workshop, with each of four sections presenting suc- cessful program ideas.

Motivation of Church Recreation. The Reverend Paul Moore, Jr., who is first vice-president of NRA, chaired the first two of these meetings, Dr. William W. Reeder of Cornell University, the third. Unfortunately, many delegates came too late to hear Mr. Moore's pertinent opening remarks at the first session or the points developed by Father W. T. Gouch of Baltimore in his opening ad- dress. Mr. Moore pointed out that "rec- reation should be recognized as a true expression of life, of fellowship and of joy, and should not be used simply as a 'baited hook' to entice people into church pews." Father Gouch concurred with this and elaborated upon the state- ments that: (1) Motivation for recrea- tion in the church is found in the scrip- tures. The love of God must be the primary motivation for recreation ac- tivities. This is threefold—love of God, love of neighbor, and love of self. (2) All recreation activity must be co- creative with God. (3) The religious im- pulse must overflow into recreation. His address was followed by discussion.

The second session was a panel meet- ing, with open discussion of the subject of church recreation programs for all ages. Many areas in recreation have long been considered the responsibility of the church, but some groups have not been included, such as older adults, the very young, and the "silver-age" adults. To reach all who need assistance is the responsibility of the church. In plan- ning recreation programs, the church should: (a) use existing organizations within the church; (b) provide oppor- tunities for fellowship, and for partici- pation by all ages; (c) provide oppor- tunities for projects to be community- wide and to cross denomination lines; and (d) develop family unity.

The last session, chaired by Dr. Wil- liam W. Reeder of Cornell University, dealt with leadership for church recrea- tion and covered such questions as: How may volunteer leaders be found? How may professional leaders be found and trained? How may capable, trained people be recruited? How may a pro- gram of leadership training be started? Where social dancing is not allowed, what substitutes are useful? How may undesirable leaders be eliminated from positions which they hold?

CAPSULES

(1) *Personnel Studies* National Indus- Conference Board of New York City.
(2) *Recreation in Canada* Ontario Board Education, Community Development sion.

From an Address by Mrs. Howard Braucher, National Recreation Congress, Philadelphia.

Sails Fille and Streamers Wavin

ONE NEED not be a seer nor a prophet to know that the recreation movement in the United States is a going concern. The sails are filled, the streamers waving. That over a thousand people have gathered in Philadelphia in the year 1953 to spend a week deliberating on problems of recreation for all the people, when interests and activities of every kind beat upon us, all indicates that here we have something that has claimed us for its own. We are busy people. We see our goals clearly—and we are moving toward them.

I love recreation congresses—and have been to many since that spring day in Pittsburgh in 1909 when I, the supervisor of dramatics for the Pittsburgh Playground Association, poured out my heart before the Congress on the spiritual values of storytelling. There was a young man in the audience, newly appointed executive of the then Playground Association of America, who also was thrilled by the spiritual values of storytelling—and out of our shared beliefs grew our forty years of shared dedication to the recreation movement in America.

We were a young organization in 1909—only three years old. New York, Chicago, Boston, Pittsburgh, and a few other communities had achieved some kind of year-round work. We were awfully excited about the lighted schoolhouse, a glorious new idea. We talked a lot about slums and crowded streets. I don't believe we had envisioned the vast meaning of recreation for all people. I remember some of us Pittsburgh workers snickering softly when a speaker suggested horseback riding for girls. We wondered how she supposed the little waifs we dealt with would ever even see a riding horse! That, in 1950, the National Recreation Association *Yearbook* would report 58,029 paid workers in 1,710 cities and almost as many volunteers as paid workers would have seemed beyond our wildest dreams. Oh, yes, the work has grown, has developed! Think of the activities reported—music in all its forms, drama from Mother Goose to T. S. Eliot, with puppetry and pageants, arts and c in clay modeling, rug making, cera and oil painting, square dancing ballet, picnics and parties, baseball skiing, poetry clubs for writing reading and verse speaking, discus groups and story writing. And onc were so pleased with a little square a fence around it. It is phenomenal is breathtaking!

Edna V. Braucher

But how blessed, how past belief even in those early halting years basic philosophy was so clear, so manent. Even then we knew that pattern for the development of a hu being must follow the biblical pla "and the child grew and waxed str and in favor with God and with m Physical, mental, social and spiri —and in every area, recreation ha place! Our early leaders manife their deep understanding of hu needs and a vision of the way to n

MRS. BRAUCHER, *an active full-time volunteer with the NRA, is now devoting a portion of her time to the Association's new international service.*

ese needs. One couldn't hope to men-
n everyone who had a part in this
ilding of a philosophy—nor to touch
the various writings. But a sampling
ll indicate what I mean. Jane Addams
The Spirit of Youth and the City
reets writes of a baseball game:

"The enormous crowd of cheering
ys and men [nowadays she wouldn't
iit women and girls] are talkative and
odnatured, full of the holiday spirit,
d absolutely released from the grind
life. They are lifted out of their in-
ividual affairs and so fused together
it a man cannot tell whether it is his
n shout or another's that fills the
rs; whether it is his own coat or an-
ier's that he is wildly waving to cele-
ate a victory. He does not call the
anger who sits next to him his
other' but he unconsciously em-
aces him in an overwhelming out-
rst of kindly feeling when the favorite
ayer makes a home run. Does not this
ntain a suggestion of the undoubted
wer of public recreation to bring to-
ther all classes of a community in the
odern city unhappily so full of devices
r keeping men apart?"

Miss Addams out of her wide experi-
ce with all kinds of people and her
eat loving heart early recognized the
ep springs of human need and frus-
tion, out of which rose the yearning
r the joy and satisfaction which rec-
ation can give. In another connection
e says:

"We may cultivate this most precious
ssession, or we may disregard it. We
ay listen to the young voices rising
ar above the roar of industrialism
d the prudent councils of commerce,
we may become hypnotized by the
w emphasis placed upon wealth and
wer, and forget the supremacy of
iritual forces in men's affairs."

And later in the book she makes that
mortal appeal for the boys and girls
the city:

"We may either smother the divine
e of youth or we may feed it. We
ay either stand stupidly staring as it
nks into a murky fire of crime and
res into the intermittent blaze of folly
we may tend it into a lambent flame
th power to make clean and bright
r dingy city streets."

We have also in our heritage Joseph Lee's penetrating vision of the meaning of play. I could quote from almost any page:

"Play is the word that best covers the things which man was wound up to do, in the doing of which he was most himself. It is by being citizen, nurturer, poet, creator, scientist, by actively filling out the ideal waiting for him that a man can win or save his life."

Richard Cabot in 1915 analyzing work, love and play as the very stuff out of which life is made declared:

"By these three principles we are helped to grow up and saved from growing old. . . . Out of the dazzle and welter of modern civilization which offers a hundred quack remedies for every ill of the soul, work, play and love emerge as the permanent sources of helpfulness."

In the early days George E. Johnson, educator and first superintendent of the Pittsburgh Playground Association, strengthened our faith and understanding in *Why Teach a Child to Play*:

"No case ever appeared in the Pittsburgh juvenile court or in any other juvenile court in which the act committed was not prompted wholly or in part by some impulse which, under other relations and other associations, could be both right and desirable. . . .

"Every year our great rivers, overflowing their banks, endanger life and damage property. No one ever wishes that the rivers could be removed, for if they were Pittsburgh would be dead. One only wishes that proper channels could be provided. The immemorial streams of heredity in our boys and girls often break over the barriers of law and convention. We do not wish these streams could be removed, for if they were the boys and girls would be dead. We can only wish that proper channels be provided. . . .

"It seems pitiful that the qualities that have led the race upward and have made it possible for it to be what it is today should be the qualities that lead many boys to their destruction. . . .

"Who is a bad boy? He is one in whom the streams of heredity run deep and strong, in whom the virtues of his ancestors are expressed in tireless energy. The good boy is like him, only he has had a fair chance. . . .

"Species and races have advanced proportionately as they have played. Nay—as they have taught play!"

It is as though these early leaders had said in the words of the parable, "Give me a light that I may tread safely into the Unknown," and had received the great admonition: "Go out into the darkness and put your hand into the hand of God. That shall be for you better than a light and safer than a known way."

I am trying to say that this movement has always had a spiritual basis, that from the organization of the National Recreation Association in 1906 we have had great prophets and we have been brought up to believe that our service has a profound meaning for the development of the individual and the growth of the democracy.

With the mounting complexities of modern life and the development of psychology to meet the stresses, recreation has been increasingly recognized as having the utmost therapeutic value. I have collected countless bits of evidence of this recognition. Rollo May in *Man's Search for Himself* says that emptiness is the chief problem of people in the middle of the twentieth century.

"We are the hollow people who individually compulsively conform to a collective emptiness which leaves us lone-

ly, anxious and bereft of meaning. Man must be rescued from a sense of personal isolation and general meaninglessness to renew his awareness of himself as a person of dignity and worth." And right on top of the statement of the problem we get such answers as the report of community activities in *New York's Hillside Homes* in which Miss Louise Blackham says:

"Here where community leadership is encouraged, where each resident has an opportunity of fitting himself into a useful spot in the project, personalities

seem to round out and become full. People are happier because their inferiority feelings and their different kinds of phobias are sublimated into channels that are responsibilities. The ensuing sense of importance gives each a place in his world."

Our modern psychology has taken us through the study of frustration and suppressed desires and arrived at the conclusion that a sense of well-being is based upon "good mental and physical health, a sense of belonging to a group, the comfort of knowing one is loved, the satisfaction of accomplishing something worth while, the stimulus that comes from new experiences and the joy of serving." Does not recreation promote every one of these objectives?

Good mental health — can anyone deny that having something to think about, something to look forward to, variation of routine, forgetfulness of self in a game or a hobby, is of primary value in building mental health?

Good physical health—that's right up our alley! "Play is laughing while you run," said a child. One of our thinkers once said, "There's no known germ that can survive the sunshine on the laughing face of a child at play." Some one told me recently of a group of people, all past sixty, whose bodies had been completely rejuvenated under the inpired leadership of a teacher of rhythmical expression. Intellectuals who had scorned physical exercise all their lives now found delight and exaltation in movement. Old muscles and bones ceased to creak and crack, and everybody said, "Why you look ten years younger!"

A sense of belonging—from the infant who delights in *this little pig went to market* to the eighty-year-old citizen stopping in the middle of the street to shake hands with the traffic cop and tell him he's a member of the city council—we all want to belong; and on the playground and in the recreation center people do belong—sometimes in a very tentative fashion—sometimes in an all-out, taking-over-the-management fashion! But through play that fundamental longing can be satisfied.

The comfort of knowing one is loved—here we pause a moment. An English teacher, alert to errors in grammar, wrote on the blackboard, "I didn't have no fun over the week-end!" and asked the class, "What can I do about that?" Answer came promptly from the back seat, "Get a feller." Well, that's the nicest way to be loved. But there are all degrees. Note how basic in the thinking of Jane Addams, George E. Johnson, and Joseph Lee is the love and understanding of the individual. Friends are made, respect engendered, personality blooms in the bright rays of playtime.

The satisfaction of accomplishing something worth while—I suppose in the main we associate that objective with work, but the field of accomplishment is wide. Happiness in work depends first of all on the kind of person who goes to work. We can't all, in these days of assembly lines, just love our jobs and wonder privately whether it's right to take money for having so much fun. Maybe achieving complete relaxation could be the ultimate satisfaction. Make up your mind what you want and then go toward it. I'd like to make the best cherry tarts in Greater New York. I don't do so well as yet, but each time I try I have a sense of achievement, and the polite praises of my friends are music to my ears. I seem to find a congenial spirit in Dorothy Thompson who wrote recently of the delight in achievement outside one's field. "Praise me for an article I've written and I shall be pleased. But admire the blanket covers I made for the guest room beds or ask me for my recipe for puff paste. *That* will make me blush with pleasure!" Miss Thompson notes in this connection that last year one hundred million dollars' worth of power-driven tools was sold to homeowners, who spent upwar of three billion dollars for material t be fabricated. Play in the basement Do it yourself! There are said to be 18 per cent more people taking music le sons than a year ago. New York Ci has a little group promoting chamb music for fun. If you play any instr ment even a little you can find others t play with just for an occasion—or t build a permanent group. We som times sing a hymn thanking our Fath that "this Thy world is incomplete The joy of accomplishing somethi worthwhile. To be a part of buildi the future!

We are building a greater Americ Spectator sports, yes; but all the whi people are having fun doing thin themselves. Sailing has taken a gre spurt. Skiers fill snow trains. Montau can't take care of the fishermen crow ing the trains arriving for the week-en

The stimulation that comes from ne experience—when you have a new e perience it spills over into play wheth you like it or not. And new experien can be so simple and so lovely. The on people I saw last year that I really e vied were a retired couple living in modest apartment, she bending mate nally over pots of succulents on t porch rail while he sat nearby writing poem. Two together, living out the shared lives, getting their travel in t

movie around the corner with Burt Holmes or James Fitzpatrick! But t world is wide, choices infinite. Som times just remembering beautiful scen or experiences is enough. May I te you about my Catalogue of Love Things? I got the idea from a commc made by Elizabeth Gray Vining. I u

beautiful leather bound diary some
e gave me. In it I jot down lovely
ngs—a radiant smile on a maiden
nt's face as she looks across the table
her homely little niece—the green
e of the setting sun on the Pacific—
irgot Fonteyn, stabbed by the witch's
dkin, collapsing in a cloud of pink
le. Writing these delights down helps
impress the picture, and every time
book is handled the pleasure is re-
idled. And you don't have to dust!

The joy of serving—perhaps the most
ine of human experiences. We who
or in the field have this joy, pressed
wn and running over, but perhaps we
not provide sufficient practice in this
a for those we serve. Many need to
ctice "larnin' by mixin'." A few in
h group get it but we need to expand
opportunities. And we don't need
do it all by committees, defined as the
nfit, appointed by the unwilling to do
unnecessary."

I am trying to reiterate what we all
ow so well—to live and to live glori-
sly as much of the time as possible,
t is the thing! And do we help to
oduce glorious living? We know we do. Let us be proud of our contribution. We are a part of one of the greatest movements the world has ever known.

"The American way of life on the surface may sometimes have seemed to wander up and down and around, but underneath it has always, on the long haul, moved toward beauty, music, sport, richness in living. Church spires, school bells, art galleries, parks, playgrounds, swimming holes, libraries, choruses, symphonies; art and living—the art of living—have always been a very real part of the dream in times of famine, in times of flood, in war and pestilence, in times of prosperity and abundance.

"Nothing that has come out of America is more characteristic of her, expresses more truly her inner spirit, than her national recreation movement."*

Dorothy Canfield has said, "We can conceive of no finer use of the divine instinct to shape into comely form what it finds in human existence than to make of the relationship between human beings something enduring, stable and beneficent."

My friends complain that I mix my religion and my politics. I hope I do. I know I mix my religion and my recreation, for I see our movement building a richer, lovelier more humane civilization. We've gone almost as far as we can in building refrigerators and Cadillacs. Now we are about to concentrate on building human beings. And no man can see the end! Edwin Markham grieved over the early industrial man as

> . . . dead to rapture and despair,
> A thing that grieves not and that never hopes,
> Stolid and stunned, a brother to the ox . . .

But we are the people who can help him to thrill to

> . . . the long reaches of the peaks of song.
> The rift of dawn, the reddening of the rose . . .
> . . . Touch it again with immortality;
> Give back the upward looking and the light
> Rebuild in it the music and the dream.

The sails are filled, the streamers waving!

We have a magnificent and acceptable philosophy, a great body of trained workers, a people strong and free and eager. Let us extend ourselves. Let us build and serve and dream and watch our dreams come true.

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* Howard Braucher in *A Treasury of Living.*

OCATION OF NEW INDUSTRIES

The important role which community
creation plays in influencing the loca-
n of new industries is clearly pointed
t in a booklet, entitled *Local Govern-
ent Services and Industrial Develop-
ent in the Southeast,* issued coopera-
ely by the Tennessee Valley Author-
and seven state universities early
is year. It contains quotations from
dustrial leaders, and from various
blications, stressing the importance
recreation as one of the factors that
tract industry to a community. It
es a report issued after an interview
th two hundred Michigan manufact-
ers as follows: "The fact that Michi-
n is a pleasant state in which to live
ould be emphasized. Its excellent rec-
ation facilities, its climate, its schools
d the pleasant suburbs of its towns
present important considerations for
any industrialists."

Recreation is one of several community services which are discussed in some detail, although it is pointed out that the total impact of community facilities has greater meaning to industry than can possibly be revealed by their separate elements. It states:

"Adequate public recreational facilities such as parks, playgrounds, and swimming pools are sometimes given more emphasis than schools by industrial personnel managers. The role of recreation as a locational factor was illustrated dramatically in the case of one Kentucky city which lost a very attractive potential industry mainly because it lacked a decent park system and had virtually no public recreation program. Having learned its lesson, the city prepared and executed a long-range recreational plan, and a few years later secured one of the largest new factories in the Southeast because this enterprise insisted upon location in a community with a progressive recreational program that would satisfy its employees. On the other hand, one Tennessee industrialist says: 'I think people in general place too much emphasis on recreation. I do not consider recreation facilities at all. More work and less play is good for workers.' To those who hold the latter opinion, community services generally will have little appeal.

"The possibility of an escape to nearby hunting and fishing preserves, as in national parks and on TVA lakes, especially for the hard-pressed executives and employees of a modern industry, has in some cases been a significant consideration among the industries surveyed. The majority of employees must depend on local or readily accessible parks, forests, and community centers for outdoor recreation. If facilities for employee recreation are not supplied by the community, the farsighted industrialist may either pass up the community or take steps to supply such facilities himself."

Ed Petersen, Jr., and W. K. Swanson, two of the men who originated Santa Claus Lane, with the first figure created.

Basket of toys and snowman posters, made with reflecti covering, are two of the numerous holiday symbols depicte

McCook's Origina SANTA CLAUS LANE

Doris Minney

UNUSUAL holiday decorations brighten Norris Avenue (named for the late U. S. Senator George W. Norris) in McCook, Nebraska. Extending for several blocks along this avenue are some forty Christmas and winter scenes in cut-out shapes, covered by reflective sheeting.

There are the three wise men, a caravan of camels, a nativity scene, and a snow-banked church on the religious side. And there are modern interpretations of Christmas: an eight-foot Santa Claus, a four-foot fireplace, a sleigh with reindeer, a snowman, a girl caroler, toy drum, toy soldiers, toy train, teddy bear, rocking horse, Christmas tree, boy in a sleeping garment—all ready for Christmas Eve—and other figures.

One sign delineating the stained glass window of a church carries the familiar message: "Peace on earth; good will toward men."

Tagged "McCook's Original Santa Claus Lane," the display draws visitors from a wide area to see the *first* holiday lane to be illuminated not by electricity but by a luminous cloth. The cloth is of various colors, and glows with jewel-like intensity when touched by automobile headlights. In fact, it's the same luminous material long used on road markers and advertising posters.

But it was an imaginative laundryman, Ed Petersen, Jr., who glimpsed the shining cloth's possibilities for creating Christmas decorations. As a member of the McCook Chamber of Commerce's Christmas Decorations Committee, Petersen dropped in to chat with his business neighbor, sign maker W. K. Swanson. Swanson was putting the finishing touches on a tourist cabin sign. Petersen recalls:

"The sun was shining through the window on the sign, bringing it to life with color. I said to my friend Swanie, 'Why couldn't that stuff be used to create some Christm decorations?'

" 'Oh, no. It's just for posters,' the busy sign-mak replied."

But that night W. K. Swanson couldn't sleep. He ke thinking about what his friend Petersen had suggested. S he rolled out of bed. And he began to sketch. That night h completed sketching an eight-foot Santa Claus. He blocke in a color chart.

Early next morning Swanson rushed into Petersen's lau dry office with his giant sketch.

"I was excited," Ed Petersen recalls, "But I knew I'd hav a heck of a time selling that marked-up sketch to a hard boiled committee. That's what I told Swanie. He wrinkle his brow, began to do some figuring on a piece of paper, an came up with the offer to invest enough of his money an time in this big Santa to demonstrate possibilities for hol day lighting. When that *big* Santa was finished, put up an

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MISS MINNEY, *free-lance writer, has written many articles which have been published in magazines and newspapers.*

car light directed on it, that committee went wild with thusiasm."

The committee ordered ten signs of Christmas-motif. And satisfy his own creative feeling about the project, W. K. anson donated several Christmas posters (which are ored against wind and snow with one hundred pound ndbags).

Although Mr. Swanson studied art at the University of braska, he asked Carl Orrin, another U. of N. trained ist who works with him, to sketch some ideas for other ssible cut-out posters.

Orrin, who loves to draw, made sketches that looked as if ey'd come straight from a child's dream of toyland—ched with the mystery of Christmas.

Thousands of children and adults have driven along Mc-ok's Santa Claus Lane to thrill at the colorful reflections aglow by car lights. As one traveling man said: "I ways fix my schedule so I can get to McCook to see Santa us Lane." His impulse is characteristic of hundreds of itors who come to McCook during the holiday season to this color symphony, which is theirs at nighttime when lighted autos cruise slowly up and down Norris Avenue.

The chamber of commerce has made long-range plans to develop this lane and to tie it in with some of the more traditional types of decoration to suit those folks who like a bit of the old-fashioned in their holiday displays.

This year a full-grown evergreen tree will be planted in the first parkway area where Santa Claus Lane has its beginning on Norris Avenue. And special wiring is being installed on individual electric light posts along the avenue so that additional Christmas decorations may extend on down McCook's main street.

Al Hein, secretary of the chamber of commerce, says: "We're building for permanency in our decorative plan; not just for a flashy temporary display."

The idea seems to appeal to many people. W. K. Swanson has had letters of inquiry about the lane from South America, Cuba, and other far places. And other towns have begun to utilize McCook's original idea for creating Christmas spirit.

Since there are no copyright privileges in this field of decorating, the three McCook men who created this first new type of Christmas display are properly humble about their jewel-bright lane—for true artists are generally modest.

gures of the Three Wise Men and their camels in this ne are constructed of wood and chicken wire, burlap ffed with straw, and brightly colored scraps of cloth.

Park Decorations in Fayetteville

. O DRAW MORE ATTENTION to park areas in Fayetteville, North rolina, recreation and parks superintendent Selwyn Orcutt has stigated the building of groups of figures to compose different ristmas scenes to be used in the parks. Each year one new scene is lded. The scenes shown, which are made of scrap and salvage aterials and are lighted at night, are two of the three now in use in ree of the parks. With an additional one added yearly, it won't be ng before every park in Fayetteville will be decorated at Christmas-ne—and without a lot of strain to the department's budget.

This scene of Mother and Child, modeled after cover of December 1951 issue of RECREATION, utilizes department store manikins and wagon.

Laurel is gathered from nearby estates, cut and wound into garlands by teen-agers.

Dick Richter

Teens Gave Oyster Bay Its Holiday Look

TEEN AGERS have swarmed over this village for the past several days, decking the business section with laurel, holly, fir trees, colored lights and the other adornments that herald the approach of Christmas.

Across Main, South, and Audrey Streets laurel-entwined strings of lights have been stretched, stores have been decorated with wreaths, and large colored figures of Santa Claus and his reindeer have been set high above South Street for all to see.

There are gaily-colored Christmas trees perched on store roofs and a banner greeting motorists as they enter the village on South Street: MERRY CHRISTMAS FROM THE TEEN-AGE CLUB.

The entire decorating project is the work of the Oyster Bay Teen-age Club. According to village recreation director Irving Ruckel, the club's action is one of the first community Christmas decoration projects ever undertaken solely by a group of teen-agers.

The decoration plan was hatched when several club members thought of doing something different about Christmas because the village "does the same thing every year." Mr. Ruckel approached village officials, who annually handled street decorations, and won immediate approval of the teen-agers' plan.

The youngsters solicited local merchants for contributions to finance the project and collected some five hundred dollars.

Insurance Rate

Of this, about two hundred dollars went for insurance. "Lloyds of London holds the policies," he said, explaining that the high rate was primarily caused by the ladder climbing necessary for most of the work.

"We couldn't just go ahead with the work, once the money was collected. We had to make our own laurel, and all of it that was put up was made by the teen-agers," he declared proudly.

Community-Wide Activity

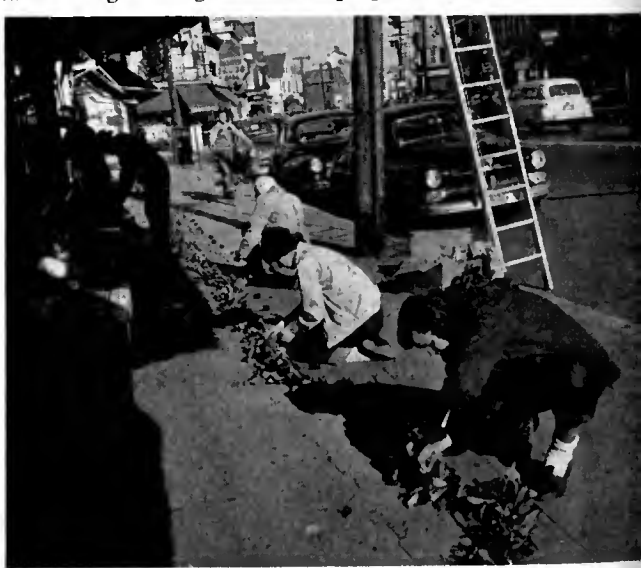
Making the rounds of the large estates that ring the vil lage, they gathered bundles of greens, which were trucke to their clubhouse in the administration building of th community play field. There they were made into wreath and into the streamers which were to be twined around th light wires.

Meanwhile, John Albrycht, nineteen-year-old club presi dent who supervised the collection of funds, did most of th buying of electrical equipment and cable.

Permission was secured from the Long Island Lightin Company to climb and use their poles. In addition, th utility company assigned Delos Sniffin to instruct the teen agers on the intricacies of the electrical work involved i the stringing of lights.

With that, the youngsters went to work, doing all thei own wiring. Scrambling up and down ladders in blue jean

Girls carefully insert colored bulbs into sockets and a tach strings of lights to the prepared garlands of laure



nd flannel shirts, they soon became a familiar sight to ıe villagers.

Although the decorating project was finished, the group ad "just started" its Christmas work. Some two hundred f the club's 417 members were engaged in several projects, ıe sick were being visited and churches canvassed to see if ıe club could do anything further to spread Christmas heer and good will.

This year for National Teen-agers Week, December 15-19, ıe group again has arranged a special telephone line to the North Pole." With the cooperation of the New York Telehone Company, children calling Santa Claus at his icy orkshop will be routed to a simulated workshop manned y club members in Oyster Bay High School.

The youngsters' recent activity is not a spirited effort put orth solely for the holiday season. Since the group was ormed in April, 1952, they have engaged in one project fter another and, although dues are only fifty cents a year, ıe group has several hundred dollars in the bank. Most of ıis money was raised at dances and parties and the "Sock Iop," a shoeless dance which attracted one of the largest rowds ever to attend a dance in Oyster Bay High School.

Major share of the credit for the organization's success as gone to Mr. Ruckel, who modestly claimed he "couldn't ave gone through with the Christmas project without Alrycht." Whoever is responsible for the group's success, ne fact is certain: there is no teen-age problem in Oyster Bay, New York.*

TEEN-AGERS CAN DECORATE *YOUR* COMMUNITY FOR CHRISTMAS

The Oyster Bay recreation director, Mr. Ruckel, writes he National Recreation Association as follows:

"Lacking a youth center, it did not take our teen-age club ong to find something useful to do. With "civic pride and he spirit of Christmas" in their minds, it is unbelievable ıow much money the children can save the community in a enture such as our decorating project. Proof that it has ıdded zest to the recreation program was shown when the hildren took over the community decorating for President Eisenhower, former President Hoover, and Governor Dewey ıt the opening of Sagamore Hill, Theodore Roosevelt's home in Oyster Bay. For this, they strung banners, pennants and so on throughout the area. They also sold flags to the merchants and had places drilled in the sidewalks to hold the flags.

"Once the movement is started you will notice the zest and civic pride the teen-agers take in the community. They will want to do more. As a part of the North Pole project, they arranged to receive calls from children all over Long Island. Those who wished to speak with Santa Claus, Mrs. Claus, Snow White, the Seven Dwarfs, Alice in Wonderland, and Rudolph the Reindeer could do so. The young people took all these parts and accepted nearly three thousand phone calls weekly.

"Our plans, this year, call for decorating immediately after Thanksgiving; and the club offers the following suggestions to others who may wish to do the same and save their community several thousand dollars. The money goal should not be set too high, depending upon the size of the community. As an average, one thousand dollars is sufficient.

1. Secure from state, county, or local government permission to decorate streets.

2. Plan the number of blocks to be decorated. This is important for insurance purposes.

3. Obtain permission from the light and telephone company.

4. Use ladders. It is best to have at least two, one for each side of the street.

5. Insurance is a problem — especially with teen-agers. Start investigating early, since the idea is novel and insurance companies are not prepared to give you rates on this type of undertaking. By *all means have insurance.*

6. Costs will vary but the items are roughly as follows for an $800 expenditure:

Insurance	$100
Cable wire	$100
Laurel	$150 (we gathered ours)
Xmas lights	$150-$200
Pole decorations	$100 (we made much of our own)
Miscellaneous	$100
Timers and extras	$100
Total	$800

7. Set a goal of $600 to $700 for decorating a community which usually spends $3,000 at Xmas. Ours cost less than $400, but we had the advantage of being able to gather laurel from local estates. This was $150 saved."

After the girls have completed their work, the boys take over to raise and fasten the festoons to the lamp posts.

* Reprinted with permission from Oyster Bay, New York, *Newsday*, Friday, December 12, 1952.

Recreation in the Church

Vernon W. Johnson

CHURCHES have a program of religious education through which they try to nurture the mind of the pupil toward a Christ-like way of living. They seem to feel that developing the mind is enough—without considering the fact that in order for the mind to develop, the body must develop also.

Recreation is needed because a person is a whole being, and he is not complete without recreational activities. We can become physically, socially, and spiritually undernourished without some fun and fellowship in life. Just as a flourishing plant needs many elements to make it grow and bear fruit, so an individual needs work, love, worship, and play, to make him a well-rounded person.

Unfortunately, all leisure-time activities are not true recreation, and for this reason the church should be much concerned about what its people do in their spare time.

The Church Needs a Recreation Program:

1. Because recreation satisfies a normal and legitimate human want. From babyhood to old age, recreation adds sparkle and zest to life.
2. Because recreation, when well conceived, makes abundant living possible. We live according to the number, the depth, and the richness of our interests.
3. Because recreation is necessary to relieve the tensions of life. There *must* be periods of relaxation to counteract the tremendous drains on man's physical and emotional powers that our present mode of living exacts. The right kind of recreation can be just what is needed to revive jaded physical, mental, and spiritual powers.
4. Because recreation has in it the possibilities for buildin attitudes, habits and interests that enrich moral characte —thereby becoming a basic ally to the church. No progran of education, secular or religious, can afford to ignore th effects of recreation on character and personality.
5. Because an intelligent and active interest in providin wholesome recreation will tend to refute the idea that "re ligion is a dry creed with all the joy squeezed out."
6. Because training in a well-balanced program of recrea tion will stabilize life and character at those points wher some of the severest tests of life are made. To quote L. P Jacks, "Leisure is that part of a man's life when the struggl between the white angels and the black for the possession o his soul goes on with the greatest intensity." The churc has a responsibility here that it cannot ignore. The churc that sends its people out into social and business life to con form to the patterns they find there is doing neither then nor the cause of religion much good.
7. Because the Christian's life is not well-rounded if th recreational aspects of his life are starved for lack of ex pression. E. O. Harbin says, "Lopsided Christians mak pathetic figures, and they help the Kingdom of God bu little."
8. Because Jesus said, "I am come that ye may have lif abundantly." And the "abundant life" cannot be attaine without the enrichment which intelligent Christian employ ment of leisure-time can bring.
9. Because there are many people who cannot find whole some recreation unless it is provided by an agency which i dominated by the motive of service. There is no agency tha can so well meet their social and recreational needs as th church.

MR. JOHNSON *is director of recreation in the Highland Presbyterian Church, Fayetteville, and president of the Church Division of the North Carolina Recreation Society.*

Condensed from "Recreation in the Church" by Vernon W. John son, in *Presbyterian Action,* June 1953.

Many of us remember the clean wholesome good-times we used to enjoy in our church homes . . . the suppers . . . the picnics . . . the hymn-sings. All simple things in themselves, but all contributing to the friendliness, the fellowship, and the abundant living which are among the goals of the church.

Churches were the community centers then, as they should be now. To a great number of people, the church was their main source of social and recreational activity. Then came a period of ever increasing commercialized diversions in the forms of theaters, drive-ins, the radio and television, and even the motor car—to mention a few—and churches came to be considered as places of worship only.

The trend now is toward the church again endeavoring to fill the needs of the people for worship, for social affairs, and for recreation. More and more the churches are recognizing that the good life includes recreation. Recreation represents fellowship of man with man; worship is fellowship of man with God.

Today forms of church recreation are changing, but still with us is the desire for fellowship; still present is the responsibility of the church to help its members find the satisfaction they crave through recreation. One of the prime objectives of church leaders is to create an atmosphere of good will, fellowship, and a cordial relationship among the members of the church.

What do people *want* when they come to use the facilities and leadership which the church offers them in their free time? Something educational? Something amusing? Or something just to pass the time?

We might also ask—what do people *need* in the free time that is theirs? They need amusement—yes. They need something beneficial to their minds and bodies—yes. They need relaxation—yes. In short, they need re-creation.

A program of recreation in the church must be built on the basic interests of people—whether social, physical, creative, mental, or simply the desire to be of service to their fellowmen. It must meet the needs of various age groups—from the youngest child to the more advanced ages. It must vary, including both active and passive forms of recreation—and it must be rich in the activities that boys and girls, men and women, can enjoy together. It must take into account the fact that personal satisfaction comes from personal achievement and personal participation. It must consider that the high ideal of play is that those who participate experience real joy.

You may observe a group of young people apparently playing a game together—which they are, but in reality they are learning to cooperate, to help each other, to be loyal, to be tolerant, to be fair.

In this sense, we can say that character values are by-products of play. And these by-products are most likely to appear when the group is not consciously *trying* to develop them.

Games are capable of taking individuals and welding them into a group—a small democratic society. When playing, the success of the game depends upon the cooperation of all. Each individual becomes an intimate part of the whole.

We may therefore state that the truest value to be gained from recreational games is more than social—it is religious. Religion is concerned with *all* of life. Christianity has sought to make living more rich and beautiful. Recreation, like every other aspect of life, should help one become positively and actively a Christian. An organized recreational program within the church will do just that—and will do it more completely than any other medium.

What are the Values of Church Recreation?

1. It gives boys and girls spontaneous, vigorous things to do at ages when their need for exercise and sociability is greatest.
2. It furnishes an opportunity for shy youngsters to get together for a wholesome good time.
3. It makes participants of spectators.
4. It fosters a spirit of cooperation.
5. It helps develop and preserve our physical bodies.
6. It completes the educational program of the church.
7. Through all these, it brings us closer to Christ by teaching a more abundant way of life.

It is to be greatly desired that more and more churches will come to realize, along with Bishop William T. Manning, that "The instinct for play is as divinely planted in human nature as the instinct for worship. The church must not merely tolerate clean sport and recreation, but it must give them its glad and open blessing."

RECREATION LEADERSHIP TRAINING COURSES

Date	*Location*	*For Further Information*
February 14-16	Eighth Annual Industrial Recreation Conference, Purdue University, Lafayette, Indiana	Dr. Jackson M. Anderson, Purdue University, Lafayette, Indiana
March 7-13	Great Plains Recreation Leaders Laboratory, Nysted, Nebraska	Mr. Duane Loewenstein, Assistant State 4-H Club Leader, College of Agriculture, Lincoln, Nebraska

All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the dates indicated: January, February and March programs will be listed in *December*—information should reach us by October 15. April, May and June will be listed in *March*—deadline for information is January 15. July, August and September will be listed in *June*—deadline for information is April 15. October, November and December will be listed in *September*—deadline for information is July 15.

The fate of the English Traditional Children's Games in New Zealand, pointing up the relation of children's play to the processes of social change.

The Migration of Games

Brian Sutton-Smith

IT MIGHT be thought that the old English traditional children's games would be well preserved in a country so isolated as New Zealand. After all, it was as late as 1918 that the great folk song collector, Cecil Sharp, gathered numbers of very old folk songs from the Southern Appalachian Mountains of the United States. And surely the Southern Appalachian Mountains are no less remote from England than is New Zealand. However, although there will be no one to deny the remoteness of New Zealand, even the casual visitor there can quickly tell you that the traditional games of England have not been preserved. This has occurred because New Zealand—unlike the Appalachian Mountains—was settled in an era when the traditional dances, songs and games were dying out. The traditional games of England had scarcely struck their roots in New Zealand soil when the changing conditions of the times swept them away.

The story of the fate of English games in New Zealand, therefore, will not be of great interest to a student of traditional games. He will not find among New Zealand children any wealth of folk lore, any relics of ancient festival and primitive rite. What he will find is an interesting record of the process of social changes as they have occurred throughout the past hundred years, and as they have been mirrored in the shifting patterns of children's play.

Naturally, there is little record of games in the first twenty or thirty years of New Zealand's history as a British possession. When the New Zealand Company's settlers arrived during and after the 1840's, their first concern was to make a home and a livelihood for themselves. In this they were helped by children. In the pioneering economy, children were an economic asset. There was, consequently, little spare time left for them to play. Nevertheless, being children, of course they did play. I will let one of the old settlers who lived later in the century speak for the pioneer children. His account is a typical one.

He says, "One of my outstanding recollections of my boyhood is that practically nothing was provided to help us in our play. From our own initiative, labour and pence we had to achieve our play in the hard way. This rule applied to the making of such things as shanghais from forked manuka sticks, stilts, kites, sledges, skates, hoops, building huts and forts, and last but not least, excavating and leveling off a piece of sloping ground on which the older boys could play cricket. For bathing, swimming and boating, Lake Wakatipu provided the water. For climbing and mountaineering the hills surrounding Queenstown, including the Remarkables at 7,688 feet, gave us full scope for our energies. On the same hills we engaged in rabbiting with traps, ferrets, dogs and guns, also the shooting of wild goats. Bird nesting was tame but it found its place. Horse riding was a daily activity in which some of us became so expert as to emulate the circus rider standing erect on the horse's back while it was in active motion."

It is noticeable that in this account there is practically no reference to traditional games. The picture is a typical one. The circumstances of pioneering existence were not propitious for the maintenance of such ephemeral forms of tradition as games. When children began to play there were no established village or hamlet "greens" where they could learn their games. Their parents, generally speaking, had neither the time nor the attitude of mind to teach them. Except in the towns, there were seldom those aggregations of children without which formal games cannot develop on a large scale. In any case, what children would have wanted to play formal games when everywhere around them lay the challenge of unexplored bush, streams and mountains, and the cries and murmurs of birds, animals and fish awaiting to be trapped, gaffed and shot? No, the children of New Zealand's first thirty years were miniature frontier settlers concerned mainly with the hunting skills, not with the graces of traditional games. The symbol of their play life was not "London Bridge is burning down;" it was the Shanghai! It is little wonder that professors theorizing about play, at a time when children in most pioneering countries of the

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MR. SUTTON-SMITH, *Fulbright Scholar and Smith-Mundt Research Fellow, after extensive research in folk games of New Zealand, is preparing two books on children's games.*

new world were engaged in exploring, fishing and shooting, should have imagined that children in their wild hunting and fighting games were recapitulating the early and savage history of mankind.

But once these early days had passed, traditional forms were bound to re-assert themselves. In the 1870's and '80's universal education forced all children to attend five times a week a school playing-pitch; and that pitch became a universal, secular and compulsory village green. For the first time, the children in every district had a definite locale for games. Brought together every day on this locale, they carried on the games they had learned from parents and relatives at picnics, at sports gatherings, and in the parlor. The period between 1870 and 1900 was in consequence the heyday of traditional games in New Zealand.

Nevertheless, if we compare the games of the day with those recorded in England at the same time we find that the variety known by New Zealand children was far less than that known by English children. Those traditional games which were played by New Zealand children, however, were strikingly similar. Games such as the Jolly Miller, Kingie Seenie, Stagknife, and Mother, Mother, the Pot Boils Over, differed very little from their English originals. Differences which did show themselves were only of a trivial nature. For example, the Old Lady from Botany Bay, changed in most New Zealand games to the Old Lady from Poverty Bay. Had children gone on playing these games in isolation from their English counterparts for another fifty years perhaps greater changes would have developed. This, however, did not occur. Before important differences could develop, the twentieth century had arrived and with it came vast changes in popular and professional attitudes toward recreation.

In the twentieth century, organized and commercialized recreation became a standard feature of adult life. And, at the same time, psychologists, educationists and social workers directed attention to the importance of children's play. The result was that adults, including teachers, took a new and positive attitude toward this play and began to influence it. Whereas once they had neglected it and left it to develop as it would—and that was along traditional lines—now they set out to "correct" it and to introduce children to the contemporary sporting ideals of the adult world.

Now in New Zealand, after 1905, there was only one sporting ideal of any importance in the adult culture, and that was Rugby football. The successes of the All Blacks at Rugby football in Australia and England brought to New Zealand a consciousness of itself such as nothing else had done before and nothing else has done since. Out of the mud of a scrum, in effect, came the New Zealander's national consciousness. So much national success for such a young country was like too much whisky for a very young baby. Rugby football came to be treated with all the seriousness of an ancient ritual drama, which is, truly enough, its closest analogue in the sphere of human behavior. What should have been an ideal became an idol!

The years between 1900 and 1920 represent a transition period in the play and games of New Zealand children. The traditional games still persisted, but they were gradually replaced by the rising prestige of the major sports. After the first world war, this process of replacement was carried even further. Children of ten years and older now gave themselves almost entirely to the "gladiatorial combats" of organized sports. Yet, in the earlier days, these were the children who had been chiefly responsible for the maintenance and development of traditional game forms. Little wonder if few remnants were retained in these years by the under-tens.

In most recent years, even these last remnants have been threatened (remnants such as marbles, skipping, hop-scotch and tops). Now that many New Zealand schools have been decapitated and the eleven- and twelve-year-olds sent off to intermediate schools, the teachers and public have been recruiting their schoolboy football and cricket teams from the eight-, nine- and ten-year age groups. In fact there are even some areas in which football clubs run organized sports on Saturday mornings for six- and seven-year-olds!

The fate of the English traditional games in New Zealand, then, is that no sooner had these games found their feet than they were replaced by the overwhelming influence of organized sport. Indeed, it has been one of the paradoxes of the modern world that while modern psychology and educational theory have placed such a great stress on the importance in children's development of their spontaneous play and games, the modern schools in New Zealand have nevertheless been gradually organizing the traditional games, which are spontaneous games at their best, out of existence. In fact—the traditional game, no less than the rural school, is fast becoming a dodo of modern education.

Friendship Among Children and Youth

Friendship Among Children and Youth was founded in 1945 with the purpose of building friendship among children and teen-agers everywhere. Projects have been created in which the boys and girls themselves can take an active part—such as the "World Friendship Greeting Cards" for children who like to paint; "The Story of the Pictures on Our Stamps" for stamp collectors; and the "World Friendship Correspondence" project, through which teen-agers with the same interests or hobbies are put into touch with each other. All these projects serve the same purpose: to encourage young people, through cooperation and correspondence, to learn to know and understand each other better.

This summer, in Copenhagen, children from forty-two nations exhibited paintings illustrating their beloved fairy-tales by Hans Christian Andersen. Ten cards, made from original paintings selected at this exhibition, which can be used for Christmas cards or for daily notes, are now available. A box of these ten cards, with envelopes, is $1.00; one hundred of the same cards, with envelopes, cost $9.00. You can order the cards or obtain further information by writing to Friendship Among Children and Youth, 220 Fifth Avenue, New York 1, N. Y.

Miss Santa Claus welcomes servicemen to "Christmastown" with smile and directory of holiday activities.

Community and Post

A HEAVILY industrialized city of forty thousand, New Brunswick, New Jersey—located a few miles south of Camp Kilmer—until last year had always been a "poor" soldiers' town. Since the camp was first built in 1942, most of the soldiers and airmen were going through Kilmer either on their way overseas or to be processed for induction or discharge. Transient servicemen out "on the town" during World War II days were living in the rush and excitement of war. The few "bad actors" in uniform, together with an occasional "sharp" businessman, left a bad taste in the mouths of both civilians and servicemen.

During the past year the superintendent of recreation for New Brunswick, Leslie A. Gordon, has worked hard to develop a better relationship between community and post. Gordon came to the New Brunswick position after service in the navy as a welfare officer and as the civilian director of recreation at Governor's Island for the First Army. He brought with him a fine understanding of the need for integrating servicemen into community recreation activities as well as know-how in dealing with community-military cooperation.

When the National Recreation Association's special bulletin of suggestions for joint community-military planning and participation for Christmas* arrived in the mail on the morning of November 20, Gordon knew that he had a made-to-order program for New Brunswick and Camp Kilmer.

He showed the bulletin to key people in the community. His boss, Chester Paules, park and public safety director, gave him the go-ahead signal. The publisher of the newspaper, the officials of the chamber of commerce, the mayor, the commanding general of Camp Kilmer, the recreation commission and other important community leaders were all for making New Brunswick and Camp Kilmer a single "Christmastown."

At a luncheon of representatives of the chamber of commerce, Camp Kilmer, and local industry on December 5, Mr. Gordon outlined what New Brunswick might do. "This is a plan of cooperation between both the army and the civilians and should be done in a spirit of putting a little more of Christ back into Christmas," he said.

"The soldier at Camp Kilmer gets as good food as we do on our own tables, so we can't buy him a dinner, but we can give the things he can't buy—Christmas spirit, cordiality and friendliness.

"We are going to put big signs on the street, with our motto, 'Let there be no strangers here,' and we will ask the merchants to include it in all their advertising."

Brigadier General Charles F. Craig, the commanding general of Camp Kilmer told the luncheon group, "Camp Kilmer wants to feel a part of the community. The average soldier is well paid and we want no handouts for him. He wants friendliness and cordiality and you should treat him as your direct representative in the army, because he is fighting for your laws and your doctrines."

Within two weeks, Gordon, together with these civic leaders, the USO, and the community service advisor for First Army, George Adams, had worked out the broad outline of the kind of a Christmas celebration New Brunswick and Camp Kilmer would enjoy together. The special Christmas bulletin of the National Recreation Association was carefully evaluated for ideas and suggestions, and these were followed with great success.

In Essie, Kentucky, these little girls joyously try on some of the clothing sent to their families from Camp Kilmer

* *Christmas—As Merry As You Make It!*, A Special Defense Publication of the NRA. *Free.*

Become "Christmastown U. S. A."

Camp Kilmer children proudly display the gay wrappings for the clothes and gifts to be sent to folks in Essie, Kentucky.

Looking to the Future

A number of the results of "Christmastown" were quickly apparent. Plans were immediately started for a New Brunswick-Kilmer Christmastown for 1953.

The chamber of commerce is seeking to have Congress approve a bill authorizing New Brunswick to use a postmark including the words "Christmastown, U.S.A." during the period from December 15 to January 1.

The New Brunswick Sunday Times in its lead editorial on January 4 said: "One of the popular features of the Christmastown program in New Brunswick was a directory, published particularly to give visiting servicemen a handy listing of sport events, social events, church services and other community activities which they might like to attend or participate in. The directory was prepared by the staff of the municipal recreation department.

"It seems to us that regular publication of such a directory all the year around might be a fine service which the community could render to servicemen from Camp Kilmer and elsewhere. There is much that goes on in the area which the visiting serviceman knows nothing about. A directory could help him find interesting and wholesome entertainment here.

"We understand that the recreation department has the facilities for preparing such a directory but has not the finances. This might be a worthwhile endeavor for a service club or a group of service clubs."

Mr. Gordon reported that the actual cash outlay by the municipal recreation department for its promotion of "Christmastown" was less than $300. "But," he added, "next time we're going to get started early in the fall. We'll need committees on every phase of the program. Time was so short this year and there was so much detail work to do that we had to turn down many offers of assistance."

Plans for 1953-54 call for:

The "ham" radio program to operate in store windows.

The home hospitality program to be expanded.

A city ordinance, which is being considered, to make it illegal to abbreviate Christmas to "Xmas" in any public statement or display.

A continued program of friendly welcome to servicemen twelve months out of the year.

A joint Polio Fund campaign for February, to include as one of its features a boxing show staged cooperatively between Camp Kilmer and New Brunswick's recreation department.

Looking Back at the Publicity

Although every one involved in "Christmastown" at New Brunswick and Camp Kilmer knew that they had a pretty wonderful program, none of them were quite prepared for the deluge of publicity it received. *The New York Times* and the *New York Herald Tribune* carried complete stories on the program events. Tele-News and NBTV had camera crews there on December 15 and opening ceremonies were televised across the country. *Yank Magazine, Army Times,* and a number of camp papers across the country carried the story.

The *New York Herald Tribune* editorially complimented New Brunswick on its Christmas spirit. It said in part:

"If the epidemic of benevolence that has recently engulfed the City of New Brunswick should spread, the State of New Jersey would have a holiday to remember this year. It seems the city could not afford to entertain the Camp Kilmer soldiers in the fashion appropriate to Christmas and made their embarrassment known to the good burghers at large. As a result New Brunswick has outdone itself, every conceivable agency has mustered its resources to give the boys a good time, city and camp have emerged temporarily into a single community, and the name given to it, also temporarily, is Christmastown, U.S.A.

" 'Let there be no strangers here' is the splendid motto adopted by the city for the occasion. It should be proclaimed far beyond the banks of the Raritan, and it need not be forgotten, for that matter, when the holidays are past."

OSAWATOMIE

Fred Thomas

BERT was what the psychologists call asocial. He was a psychotic patient at the Osawatomie, Kansas, State Hospital. He was there because the word "sociability," meant nothing to him. He would sit quietly bothering no one; that was the trouble. He didn't care whether he knew anyone or not.

All this was before he was encouraged to work on the hospital newspaper. Here, in this simple maneuver of providing a patient with a type of recreation fitted to his needs, Bert found that working with other patients was fun, and he accomplished something. He regained confidence in himself, renewed typing skills, and is now trying to establish himself on the outside. Presently in the process of finishing a business course, while maintaining a part-time position as a clerk-stenographer, this changed man has been promised a full-time position when his schooling is completed.

Watching a case like this progress through the stages of recovery, and its final result. I have that urge again to tell the story of our hospital.

As part of the policy of treatment and cure rather than custodial care, Dr. Milton H. Anderson, the medical director, has put particular emphasis on recreation as part of treatment. During the past few years, this hospital has come forward as one of the leading state mental institutions in hospital recreation. It has been a wonderful experience to play a part in its development, to see the progress of the patients because of this program, and to see the way in which community organizations, such as the excellent Gray Ladies of the Red Cross, have cooperated in the effort to make the community a part of the hospital and the patients a part of the community.

In September 1950, when I came to Osawatomie as the recreation director, one of the first things I did was to make arrangements with the Red Cross for its help in my new job.

In our program, every activity is carefully planned with an objective in mind and is built on physiological, sociological and psychological criteria. The following activities have been set forth and continued: patients' canteen, folk dancing, hobbies, glee club, reporting and newspaper work, groups of four hundred patients in social dancing, bingo, amateur shows, movies and athletics. To fill the needs of non-ambulatory patients, some 16mm movies are brought directly to the wards.

Seven birthday parties are given per month for the patients—one party per building. Each patient having a birthday in the current month is a guest of honor in his own building. Another activity which has added variety is a patients' rhythm band. Through this it has been observed that they releas aggressive drives and take positiv steps toward resocialization. Throug it the asocial patient has found agai that he can be an active part of a grou

Other activities include outside en tertainment for patients, such as a sho by the United States Naval Air Statio at Olathe, and a variety show of musi for four hundred patients in the recre tion hall. Community groups are no sponsoring birthday parties, variet shows, bingo parties and musicals.

In order to carry on this program, w sought the services of one hundred vo unteers in the surrounding commun ties. These volunteers were carefull selected and screened from the stand point of stability and readiness to d voluntary work with the patients. Thi group is known as the Osawatomie Stat Hospital Auxiliary.

The Red Cross Gray Ladies are th nucleus around which the men and wo men of the community serve in helpin the patients on their road to recover These volunteers assist in recreationa therapy, in the observation of patient under insulin therapy, in the clothin shop for used and new clothes donate by merchants and others, in a patient library, in personal services to war patients who are unable to attend en tertainments, in the operation of 16m movies, and in assisting with and plan ning large group activities such a dances, folk dancing and bingo.

MR. THOMAS *is director of recreation and volunteer programs at the State Mental Hospital, Osawatomie, Kansas. For several years previously he served in Special Services in VA hospitals.*

The volunteers, before working with he patients, or before being accepted by the hospital, are given a ten-hour orientation course. Then each volunteer is put on a ten-hour probationary period in order that he may decide for himself whether or not he is satisfied with his duties and responsibilities and, by the same token, whether the hospital thinks he is satisfactory for the assignment. The function of the volunteer is that of a companion to patients rather than as a replacement of a paid worker.

Two attendants were delegated to assist with evening activities. Recently, these attendants have been assigned full time to the recreation department. We

Red Cross Gray Lady, Mrs. A. J. Forster, of Paola, Kansas, assists a patient making vine vase at Osawatomie.

also obtained the services of an adjunctive therapist and a canteen manager.

Recreation in a mental hospital is very different in type from that in the community. Hospital recreation must be adapted to the temperament and condition of the patients. With more normal individuals, recreation is but a means of establishing a well-balanced and meaningful life and learning how to make use of leisure time. It would be detrimental to an aggressive patient to participate in a quiet passive activity, such as checkers or reading. On the other hand it would be detrimental to a TB patient, who must remain quiet, to participate in an active game or even see an exciting movie. All films are carefully screened. They should not relate too closely to the patients' illnesses. Musicals and westerns are much preferred by all patients.

Recreation has an outstanding part to play in treatment of mental patients. It is not a cure for mental illness, but one of the adjunctive therapies which, when added to the whole treatment program, creates a total push to help the patient to get himself well.

It is not the recreation department's function to amuse or entertain patients. It is our function to help them get well. The physician prescribes certain activities for each patient. The patient is observed in these activities and is motivated according to the treatment aim of the prescription. The patient's progress is noted by the recreational therapist and is reported to the physician, who then attempts to discover if the patient is more receptive to medication and treatment. If he seems improved, the program is then geared to effect a total push toward recovery.

One patient had never been too friendly or cooperative in doing ordinary housekeeping chores and industrial work, yet he was given the responsibility of operating the 16mm movie projector for "shut in" patients. He has since been home on a trial visit, the first in five years as a patient. He now takes great pleasure and pride in his work with movies. Previously, during leisure hours, he had sat mumbling to himself.

Another patient has been encouraged in a project of raising chickens. When he is ready to go home he plans to go into this as a business. Another, who came here as a severely regressed patient, is now being assisted to overcome muteness and to become sociable, through working as a clerk in the patients' canteen.

One patient never used his right hand because of a mental block. After three sessions in the rhythm band, he began using it to hold his silverware at meals. This was followed by playing volleyball. The patient is slowly coming from a state of immobility to a state of mobility and agility. Socialization has encouraged him to smile and say a few words whereas before he had been in a stuporous catonic (mute) state.

Any cost involved in this program is justified when patients progress and benefit. We are only practicing false economy when we say such recreation programs are a luxury. Even on a limited budget, much can be done to improve recreation facilities.

Under careful supervision, our patients have built two play areas. We used old boiler tubes for net posts. We made a ping pong table from an old pool table and painted ward floors for shuffle board. The patients' canteen was painted and repaired by the patients themselves.

Many organizations have donated prizes for bingo, refreshments and music for our parties and dances. One organization contributed a juke box. Other organizations and individuals have given us books, games, magazines, playing cards—and twenty-five chickens for the chicken project.

The 16mm movies are operated at a film cost of ten dollars and entertain a thousand patients per week — which amounts to one cent per patient. Free films are also shown. The major film, shown once per week, is enjoyed by around four hundred patients at a cost of only three-and-three-quarter-cents per person.

If we can erase or release many of our fears and feelings of guilt through the things we like to do (recreation) because we like to do them, then we can add to the security of our mental health. With mentally ill individuals our recreation program attempts to teach, and move them toward, interest in those leisure-time activities which serve as a diversion while in the hospital, and as a rehabilitative measure after their release from the hospital.

We are trying here, with all the resources available, and with the wonderful cooperation of community groups, to help Osawatomie patients to renew their lives. We feel an indefinable pride every time we see the gates of the world open for one of them and the gates of the hospital close behind him.

Tie presentation on banquet night: left to right, William H. Davis, Admiral H. G. Norman, Joseph Prendergast and Thomas E. Rivers.

Rope skipping demonstration by high school girls from Bristol, New Hampshire. Girls raised money to pay own expenses for congress trip.

An evening meeting was treated
versity Concert Choir of Phila

Seen in

Work, fun, goo
were the in
cessful

The 1,700 people attending came in
Youngest delegate, son of C. Lemire
tendent of recreation, Franklin, New H

A group of delegates taking advantage of in-
struction at the arts and crafts exhibit held
by the Baltimore Department of Recreation.

ed selections by the Temple Uni-
irection of Mrs. Elaine Brown.

Dr. Ralph Soekman, noted minister, author, and one of the speakers at the banquet, is helped to celebrate his birthday by the audience.

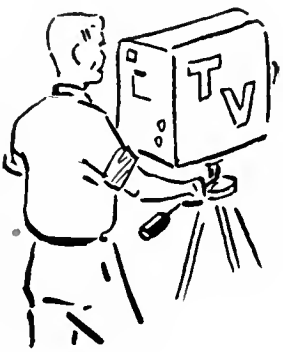
ıdelphia

l mixed,
e for a suc-
reation Congress.

C. Bream, Veterans Administration, holds painting for Lorraine Sietz, patient at Goldwater Memorial Hospital. Jimmy Seaborn in background.

Air Force citation for civilians is
NRA. Lt. Gen. Kuter acting for Air
Prendergast accepting for Association.

J. Turner, left, and R. Black, right, present official invitation to T. Rivers, secretary of the congress, for next year's meeting in St. Louis.



TIPS ON TELECASTING for Recreation

Carolyn K. Stern and Sally Bianchi

SINCE JANUARY 1951, the Newark, New Jersey, Board of Education has presented "Report to Parents," a series of sustaining, non-commercial programs, featuring pupils and classroom teachers in their normal schoolroom environment, as well as all the other services provided by the board of education. The recreation department, as an integral part of the school system, has participated in nine such telecasts.

The board of education, through its department of radio and television, operates a 200,000 watt FM radio station (WBGO 88.3) and produces the half-hour program weekly, on Wednesday afternoons from one to one-thirty, in cooperation with television station WATV (Channel 13), Newark's local, independent television station. If the audio content of the program is of sufficiently good radio content, the telecasts are re-broadcast over WBGO.

From its participation, the recreation department has gained some "video know-how" concerning the various phases of recreation activities successful on television and the best ways to produce them.

The planning of the program is threefold in Newark. Station WATV donates its physical facilities, its time, its employees and technical advice on the actual staging of the production. The department of radio and television, formerly a part of the department of libraries, visual aids and radio, acts as a liaison between the participating department and the television station. It is, in reality, the producer of the program, providing additional technical advice, scripts, floor plans, announcers and publicity, as well as standing by with advice and suggestions from the conception of the program until the final closing announcement of the telecast. The recreation department plans and provides the actual content of the program, including the philosophy of the recreation program in the city, the theme and purpose of each individual program, the participants and the materials to be shown. It also provides the sweat, nerves and tears!

During the last two and one-half years, the following recreation department programs have been presented:

Summer Preview, June 25, 1952—Highlights of the planned summer recreation program.

Food for Fun, July 16, 1952—Games and songs on healthful eating—in cooperation with the Red Cross.

Arts and Crafts, July 23, 1952—Demonstration and exhibition of craft work for various age groups.

Social Games, August 13, 1952—Games for children from six to twelve and for teen-agers.

Softball Clinic, August 20, 1952—Techniques of softball skills and safety precautions were demonstrated.

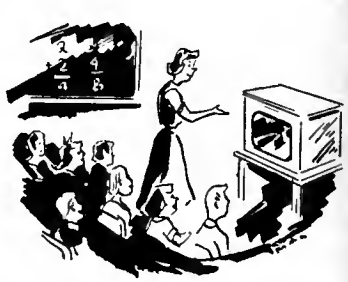
Tournament of Champions, August 27 1952—Presentation of winners and demonstration of city-wide individua competitive games such as hopscotch foul shooting, and so on.

Your Community Recreation Center December 24, 1952—Preparation for Christmas party, showing activities fo all ages at a typical school-community center.

Arts and Crafts, August 19, 1953—A "Let's Build" program with activitie for the younger child and the teen-ager

Dancing, August 26, 1953—A "Let' Dance" program with rhythmic activi ties for the six to eight group and socia dancing for the teen-agers.*

From these programs we have learne the following "Do's" and "Dont's" an offer them as suggestions and as a guid to anyone contemplating a recreatio program telecast.



1. *Keep the program simple.* Each tele cast should deal, preferably, with on central idea. This central idea must b *stated* and *repeated* as well as demon strated.

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* Script of this telecast is reproduced on the next page of this article.

2. *Limit the number of people* in the show to as few as possible to present your point successfully. We endeavor to keep this number under ten. To keep your picture uncluttered, request your participants to dress as simply as possible.

3. *Keep the arrangement of the set and the movements within the set as simple as possible.* If this advice is followed, the video picture will be less crowded and the audio pickup will be more clear.

4. *Prepare visual materials* to be presented, such as charts or pictures, in a three-to-four ratio — three-quarters as high as they are wide (as is the television screen) — regardless of their size, but the larger, the better. Gray paper is preferred as background mounting for these materials. Such materials should be checked by the art department of the individual television station.

5. *Demonstrate rather than describe.* Show your story, don't tell it. You cannot show your whole Little League, but you can demonstrate an individual skill such as pitching or catching. When showing skills involving dexterity and speed, like jackstones or hopscotch, repeat each play several times and explain each play, as the action is too fast for the audience to follow.

6. *Select the best possible program personnel.* Do not use television participation as a reward or as an award. Your aim is to present your recreation program in the best light. Program personnel should be selected on the basis of their ability to enhance the effectiveness of the telecast and not because of any special position they may hold. They should be intelligent, *quick thinking* and have a *facility for speaking.*

7. *Let the teacher do all the explaining and instructing.* Teaching is his job, furthermore, his voice carries better than a child's.

8. To insure the spontaneity and naturalness of a good telecast, *do not have a "prepared script."* The teacher should know exactly what he plans to do every single minute. This does not apply to the children. Some basic knowledge of their part in the telecast is essential; however, to keep them alert and to be natural they must not anticipate. Surprise the children at times, but never

Telecast Script

LET'S DANCE—SUMMER PROGRAM—RECREATION DEPARTMENT

Video	*Audio*
Slide: Newark Board of Education	Regular opening.
Slide: Report to Parents	
(APPROXIMATELY 3 MINUTES FOR INTRODUCTION)	
Bianchi and Two Teachers	Introduction
Pan Mrs. Spector and Miss Leanardis	Will introduce teachers from left to right.
Spector and Bianchi	Will ask Spector three questions ending with: "We have been talking about dancing for younger children. What about teen-age dancing, Miss Leanardis?"
Leanardis and Bianchi	Will ask Leanardis three questions ending with: "Suppose you join your children, Mrs. Spector, and we will watch you."
(APPROXIMATELY 16 MINUTES FOR SPECTOR AND GROUP)	
Spector and Group	Will talk to group for a second and then begin demonstrations.
(approximately 5 minutes)	
Swinging Demonstration: Children in place, swinging.	Spector will ask children different types of swinging and then ask them to demonstrate. Piano on demonstration.
(approximately 3 minutes)	
Game—"Swinging in the Swing": Children in one place and one child moving toward camera. Will do this three times.	Children will sing song as they do game. Piano on this demonstration.
(approximately 2 minutes)	
Swinging Exercises: Will be done in place and to one side.	Piano on this demonstration.
(approximately 4 minutes)	
Rhythm Exercises: Faces interesting here.	Spector will ask children what rhythm is being played on piano. After they guess it, they will demonstrate it to piano music.
GIVE SPECTOR 3-2-1-½ TIME SIGNALS DURING THIS PART	
(approximately 2 minutes)	
Game—"Hokey Pokey": Done in circle	Children will sing song. Piano on this demonstration.
ON 30-SECOND SIGNAL	
Spector	Will conclude: "And now Miss Leanardis and her teen-age group will show you how, in adult dancing, we follow through on these basic rhythms. Miss Leanardis."
(APPROXIMATELY 7 MINUTES)	
(approximately 1 minute)	
Leanardis and Two Students	Will introduce students and lead to proper way to ask girl to dance.
(Approximately 30 seconds)	
Two Students	Will demonstrate.
(approximately 1 minute)	
Students and Leanardis: Close-up on students' feet.	Explanation and demonstration of foxtrot. Piano here.
(approximately 1 minute)	
Leanardis: Close-up on feet. Will do twice.	Demonstration and explanation of three rhythms: foxtrot, waltz, and rhumba.
(approximately 2 minutes)	
Leanardis and Students: Close-up on feet. Will do twice.	Demonstration of rhumba. Piano here.
(approximately 1 minute)	
Rhumba exhibition by students.	Piano here.
GIVE 3-2-1-½ TIME SIGNAL TO LEANARDIS	
ON 30-SECOND SIGNAL	
(Approximately 30 seconds)	
Leanardis	Conclusion: Will lead to proper way to
Students will leave floor.	leave floor.
FADE OUT	

surprise your television director. or you may find yourself "out of the picture!" We have found that the younger the child, the more natural and "unrehearsed" looking the show is. Older children and teen-agers tend to freeze up before the camera if the program is too "set."

9. *Use "give-aways" when possible.* A "give-away" is simply an offer to send additional information concerning the program, upon request, free, to the viewer. Through this procedure, some idea of the type of audience and the size of the audience may be learned. It also helps you to discover which of your programs has the most "audience appeal."

Can recreation be good television? Yes, definitely. There are so many interesting phases, but remember, use *one* facet of *one* phase for *one* program. Furthermore, the recreation program lends itself to demonstration. It's activities are interesting, and more impor tant, they are active. Never forget tha a good recreation television prograr has audience appeal, because childre can visualize themselves participatin in the activity, and parents can see th carry-over value of the activity an adapt it to their own homes.

Community recreation now has with in its grasp this new medium for moder publicity. Let us use it regularly bu with technical skill!

Holiday Games

Holiday Hat Contest

On a large table, place wrapping paper from which to make basic hat forms and all sorts of odds and ends of tree decorations, Christmas cards and seals, colored paper, and so on. Allow thirty minutes working time and let participants choose their materials, design and make their hats.

Participants may parade their hats for the judging, or place them around the room (tall fruit juice cans serve as good bases on which to display them).

Christmas Quizzes

Christmas symbols, personalities, songs, and stories offer endless possibilities for quizzes—and any good Christmas book can serve as the source material for the preparation of these quizzes. Samples of questions which could be used are: (1) In what country would you be if you were visited during the holidays by (a) Befana? *Italy* (b) Jule-nissen? *Denmark* (c) Kriss Kringle? *Germany* (d) St. Basil? *Greece.* (2) From what songs are the following lines taken: (a) Glory to the newborn King? *Hark, the Herald Angels Sing* (b) Brightly shown the moon that night? *Good King Wenceslas* (c) The stars in the sky looked down where He lay? *Luther's Cradle Hymn.* (3) In what stories or poems do the following characters appear: (a) Bob Cratchit? *Dickens' Christmas Carol* (b) Mama in her kerchief? *A Visit from St. Nicholas.*

Cranberry Toss

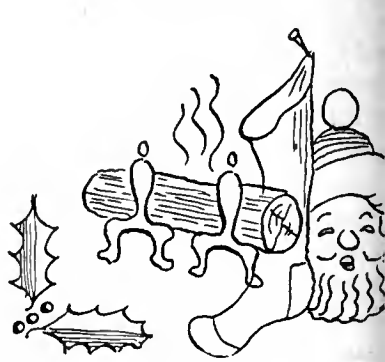
This relay requires a hatpin and a box or dish for each team, an five cranberries for each player.

Each team lines up, one player behind the other, and the first playe takes the hatpin and stands about fifteen feet in front of, and facin the second player on his team. The second player throws his cranbe ries, one at a time, to the first player who tries to spear them, in fligh with the hat pin. Those berries impaled on the pin are put in the bo or dish and count as points for the team. The second player then r places the first, who goes to the end of the line. The third playe throws his berries to the second player, and so on, until each one ha had a chance to be both a thrower and a spearer (first player throws last player). Team with most berries in its box wins.

Song Titles

Give each team several pages from a magazine or newspaper, a piec of plain paper, and a roll of transparent tape or paste. Players cut o words from the printed pages to make song titles and mount them o the plain paper. The team which completes the longest list of titles the given time wins.

and Contests



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Community Spirit at Christmas

Eugene A. Young

Louisiana State Capitol, site of community program, in array of lights.

Christmas is a time of good will, cheer and peace to all en. Baton Rouge, Louisiana, truly observes this season ith the same spirit, in what is known as the Annual Com- unity Christmas Festival. Without a doubt this is our best ogram of the year, not because of its Christmas music or e large audience that attends, but because every important gency in this city of 160,000 has an important part in the oject.

It has been jointly sponsored by the Inter-Civic Club ouncil, Executive Department, Division of Building and rounds, State of Louisiana, and the Recreation and Park ommission of East Baton Rouge Parish. In addition to these sponsors the state university, the public schools, the Catholic and Protestant churches, and industrial groups have participated.

This program started back in 1945 and has been held each year on the steps of the State Capitol, except in 1946 when it was transferred to the House Chamber, due to inclement weather. In its very beginning, money was collected through the civic clubs, in donations of five to ten dollars, to cover the cost of decorations; and this first year the fund ended with $230. School children and civic groups were invited to sing. More adults sang in the first festival than in any of the succeeding ones. The program and decorations have varied slightly from year to year, but have continued to have different groups participating.

Each of the three sponsoring groups financed the program, in relation to their function. The Inter-Civic Club Council financed the printed materials, loud speaker system and scenery materials, while the State of Louisiana purchased decorations for the building and furnished electricians and personnel to string the lights. The Recreation and Park Commission furnished personnel who developed the details of the program, constructed scenery, moved chairs and bleachers to the capitol.

Ten thousand printed programs, which proved to be val-

R. YOUNG *is director of recreation in Baton Rouge.*

uable aids, were given to the participants and spectators. Four city merchants helped to pay the cost of printing the program at thirty dollars per merchant, and in return their names were placed on the back page. Other expenses for materials and labor were paid directly out of the funds of the sponsoring organizations. All purchasing for the program, outside of the capitol decorations, was done by the program coordinator, who in turn gave a financial report to the Inter-Civic Club Council.

As early as the middle of September, preliminary plans were started for the organization of the program. The Inter-Civic Club Council elected a general chairman and vice-chairman. Tentative plans were developed by the assistant superintendent of the Recreation and Park Commission, who acted as the program coordinator, and groups were selected to perform various parts of the program, a representative from each of these becoming a member of the Christmas Festival Committee. The committee held several meetings before the program to develop the details and approve recommendations. This is a coordinating committee and the members are able to report back to their individual groups on what progress is being made by other groups.

Each group has separate rehearsals of their part of the program and no combined rehearsal is held before the night of the program.

Several days before the program, the Recreation and Park Commission maintenance crew starts the construction for the stable and other scenery for a Nativity scene. The framework is built with two by four's; and pine slats, which are acquired free from local lumber mills, are used to cover the frame and in the construction of the walls. Hay is placed inside the manger and on top of the stable, and a platform is built, behind the manger scene, on which an angel appears during the program. Blue spots, located at the foot of the stable, give the desired lighting effect. This stable covers the complete front entrance of the capitol.

At this time crews from the capitol start decorating the building which, with its thirty-four-floor tower design, is ideal for this purpose. At the front of the building and above the steps on which the program is held, a huge white cross has been designed by lighting and darkening windows for ten stories. Windows are frosted and the individual white lights form a cross, one hundred and twenty feet high and sixty feet across, which can be seen from fifteen miles away. A huge candle has been substituted on several occasions for variation. In 1950, an outdoor advertising company experimented with a twenty-foot luminous painted star, at the apex of the capitol. The Baton Rouge Trade School constructed two ten-foot candles which were placed on the buttresses on each side of the steps. Also, the capitol crew strings lights from the top of the capitol to far corners on the first floor creating the effect of a huge Christmas tree.

The program itself, which takes place below these decorations, is usually held on the Thursday night before Christmas. Governors, mayors, education administrators and others have opened the program each year by throwing on the switch to light these beautiful decorations, and by offering a few remarks about the spirit of Christmas. A brass band from one of the high schools usually plays a Christm selection. This group, of about twenty members, is und the direction of the school band director. Favorite Chris mas carols such as "O Come All Ye Faithful," "It Can Upon a Midnight Clear," and "Silent Night" are sung b the entire audience, and are lead by a music professor fro Louisiana State University. During the community singin spotlights light the Nativity scene at the top of the steps. Catholic youth organization last year portrayed the scen which included Mary and Joseph, the wise men, shepherd and angels; and 1,600 school children from twenty-two pa ish (county) elementary schools sang four songs. Eac school choir learned the songs at their school and the twenty two choirs were brought together for the first time on th night of the festival. They assembled in the basement of th capitol by the aid of a loud-speaker and signs. After orga izing in their school groups, they marched on the capit steps in less than twenty minutes. Nothing could give a pe son a better feeling than to hear these 1,600 small childre singing Christmas carols together. The music teachers hav done an exceptional job in organizing them and teachin the songs in the same manner so that the music was exce lent without a previous combined rehearsal. Several week before the program, mimeographed song sheets were passe out to the children.

Many of the industrial groups in the area have recreatio programs. A male chorus from one of these firms sang tw selections last year and two more songs were sung by Presbyterian church choir. An outstanding soloist is calle upon each year to sing one carol. The program is usuall closed with everyone joining in the singing of a favorit carol such as "Silent Night." An announcer from one the five local radio stations is called in to be narrator for th program and he writes his own script.

Pianos are placed on the steps to accompany the smalle groups; and there are microphones before each of thes groups and before the speakers' stand. Spot lights focus a tention upon each group as it sings.

The contrast of colors of the participants was very strik ing last year. The brass band wore green and gold un forms. the church choir was dressed in rich red robes, an the school children donned white vesper robes.

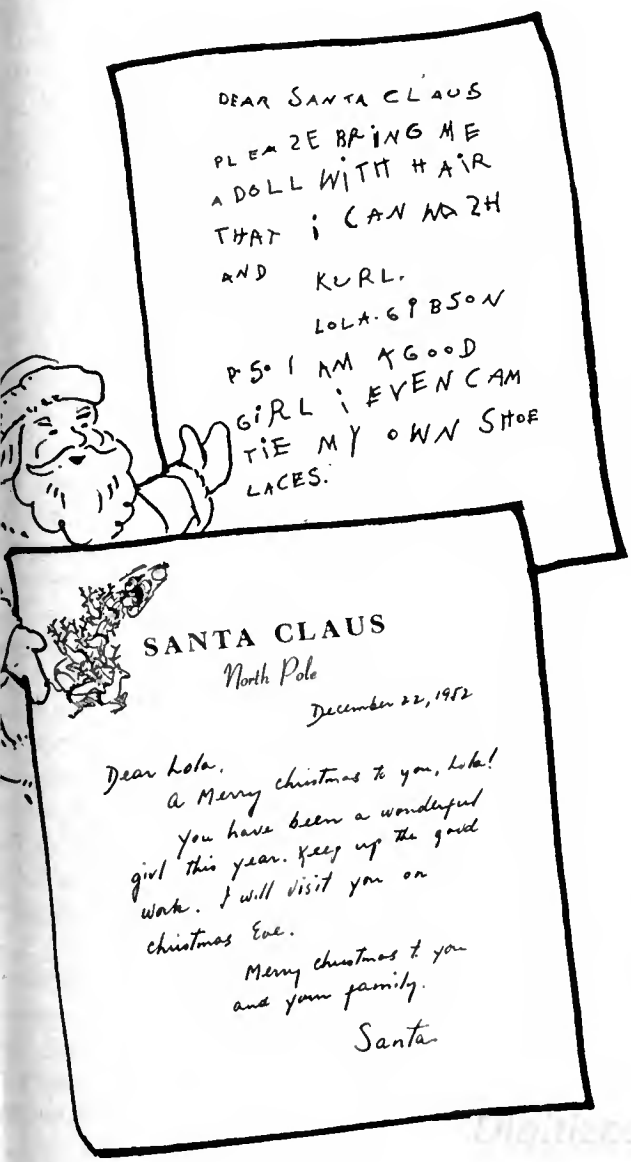
The program lasts approximately forty minutes and late during the evening the children can listen to their ow voices over the radio in a tape recording of the program Much publicity is given to the program, including front pag coverage and spot announcements on the radio. Printe invitations are mailed to city and state dignitaries, to schoo principals and officials, and noted people in the community and a special chair section is reserved for their convenience Over four thousand people attended last year.

Our Christmas festival is truly a community-wide pro gram and only the entire community can be given credit fo its success. Its pageantry and color provide a magnificen setting for the celebration of this, our most important, holi day season. Church, school, government and business her are working together with good will, in order to put the mos into our community Christmas.

Our Santa Claus Answers His Mail

Sal Prezioso

N SCARSDALE, Santa Claus sets up housekeeping on December first in an Igloo (see November RECREATION, ige 373) and talks to all the youngsters who can come to sit him. But "writing to Santa" is something else again. hildren who can't come to see him, or were too shy to talk him, or who have thought of something else to ask him r, can write a letter—and Santa *answers* it! Imagine! real letter, written on Santa's own paper, with his own letrhead in bright red—"SANTA CLAUS, NORTH POLE." hat is more, it's fun for everybody else, too. Here's how works:



Agencies Cooperating

Post office, chamber of commerce, women's club, town newspaper, local radio station, schools—private and public, Parent-Teacher Association, recreation department.

Functions of Cooperating Agencies

Recreation Department—Organizes and conducts the project; obtains stationery, stamps, and other materials needed; takes care of publicity and coordinates the work of the cooperating groups; makes up sample letters that the ladies may use as a guide in answering the children.

Women's Club—Provides a group of ladies—usually twelve to sixteen of them—to answer letters in their own handwriting on stationery provided by the recreation department. The letters are short, but individualized.

Post Office—Saves all letters addressed to Santa Claus. These are picked up by the recreation department.

Chamber of Commerce—Each merchant builds a letter box and places it in a conspicuous place in his store. Merchants call the attention of parents to the boxes and urge children to write a letter to Santa. Letters are sent to the recreation department.

Newspaper and Radio—Give the project plenty of attention —usually over a three-week period before Christmas.

Schools—Superintendent of schools approves, and principals urge teachers to interest children in writing to Santa Claus.

Parent-Teachers Association — Helps spread the gospel through their meetings and publicity media.

Plan of Procedure

November 1st—Make arrangements with the postmaster to save the letters written to Santa Claus.

Contact the superintendent of schools to obtain approval for teachers to urge children to write Santa.

Request the chamber of commerce to start building their letter boxes and place them on display about December 1st.

December 12th—Start picking up letters from post office, and accumulate and sort them. Continue pick-ups as demand calls for it.

December 18th—Set aside a meeting place for members of the women's club to meet and answer letters.

December 22nd—Last day for answering letters.

MR. SAL PREZIOSO, *the author, is the superintendent of recreation in Scarsdale, Westchester County, New York.*

The New Trier High School at Winnetka, Illinois, sponsors roller skating program.

IDEA OF THE MONTH

Roller Skating and the Recreation Program

Roller skating, like marbles, rope jumping and hopscotch, is an almost universal spring and fall activity which today is expanding to include the winter and summer months as well. In view of its popularity with all age groups, the almost automatic acceptance of skates as part of a child's play equipment, and the success of commercial indoor skating rinks, it is surprising that we in the recreation movement have not done more in making it an integral part of our indoor and outdoor programs.

• In most communities, roller skating is regarded as one of the "self-directed" activities. We give it room on hard-surfaced tennis courts, or on roped-off streets. We arrange an occasional meet. We sometimes move it indoors (when we can persuade the authorities that fibre, rubber or wooden wheels won't ruin the gym floor) and we give an occasional "party-on-wheels." *We seldom really integrate it into our over-all program*, give instruction, plan progressive activities in it as skill improves, stimulate teen-agers and adults to take part, and make roller skating the colorful, rhythmic, exciting and dramatic activity that it can be.

We've let commercial recreation far outdistance us. It's not too late, however, to catch up! We can take advantage of the appeal of roller skating. It has speed, action, grace, movement, skill. It can be enjoyed alone or in groups. It combines well with racing, dancing, music, drama. It has no age or sex limitations. It can be indoors or outdoors. It's a good lead-up for ice skating and for dancing. It's good exercise for "slim and trim" adult groups. It has spectator appeal. Families can enjoy it, so will servicemen.

It's not expensive. Outdoor skates are owned personally; indoor skates can be rented. Civic clubs might be willing to furnish them as a service project. Commercial rinks often make special prices for groups brought in under leadership. The wear and tear on hardwood floors of school gyms is no more excessive than for any other activity. Costumes, when needed, can be supplied by the skaters, come from the costume box, or can be a good project for the arts and crafts department, or a mother's club. Rowdiness and excessive speed can be controlled by the use of music, and by a planned program of skating events.

Continuity and Progression

The roller skating program should be a *continuous* one, leading to a natural progression of skill and events. It should cut across the whole program of:

Clubs. It lends itself beautifully to clubs—all-girl, all-boy, mixed, adult, special, and so on. The Rollaways, Free-Wheelers, Roller Racers, Whirlaways, will form natura groups for instruction, for special types of skating, for spe cial parties, trips, picnics, for care of skates, skating et quette, and for a source of special "acts" or the cast fo spectator shows or demonstrations.

Athletics. Plain "sidewalk skating" can lead, through in struction, to many kinds of special athletic skills—racing jumping, coasting, back skating, twirling—all useful in spe cial roller meets, fun to do, and to watch. Specialty act can be developed for carnivals, amateur shows, talent nights demonstrations, meets, and so on.

Dancing. Skating to music leads straight to dancing! A skill develops, the dance instructor can teach simple danc steps and routines on skates. The discipline and cooperatio needed by a dance-on-skates group is very wholesome. An for teen-agers, it is excellent for the development of boy girl relationships. It develops grace and poise; and it als gives the shy boy and girl a chance to be together withou embarrassment.

Music. As in most physical activities, music lends adde enjoyment and, in fact, increases skill. The school or play ground band, recorded music, a juke box, a piano—all ca be used. A loudspeaker system for special events is im portant. *Choice* of music is important. The rhythm shoul be sharply marked. Marches, two-steps, foxtrots and tango are usually good.

Arts and Crafts. Anything is more fun if it's colorful an dressed up! Making costumes and sets can be projects fo the sewing club, drama club, mothers' clubs. Designing sketching, painting, stenciling and sewing are all involved.

A skating race with small boys as clowns is more fun tha one with them in everyday jeans or slacks. Teen-age boy with bright cummerbunds are more colorful and gay. Littl girls in Dutch costumes will get applause even when out o step. Comedy acts just *call* for special costumes!

And tied up also in arts and crafts are possibilities such as the sketch club, or the clay modelers' club trying to catch the skater's movements, the painting class using live models—and of course the photography club turning out in full force—not to mention the need for posters, handbills and so on, to advertise all special events.

Drama. As skating takes hold, and special skills improve, a special Skaterama, or Rollerama will evolve. The drama leader can help plan the theme, the sequences, the sets, just as the music and dance leaders help with the choreography and music. The skaters, however, should share in all this planning.

FIGURE I

PET IDEAS *for Christmas*

Santa Sleigh Wall Panel[1]

Have everyone pitch in for fun, and to achieve a bright hristmas-like atmosphere in your center, or for a special oliday party. *(See Figure I.)*

'aterial—Package of gummed crepe paper; national blue epe paper; cotton; colored gummed stars; white and gold at stock; Christmas tags; water color; gold paint; nar- w red ribbon; paste; masking tape; tacks.

o make—Stretch a fold of the blue crepe paper across de- red wall space, for background of panel. Either tack or pe in place. *Sleigh**—Cut sleigh from gold mat stock and ver main body of sleigh with red gummed crepe. Paint esigns over red crepe with gold paint. Cut toys from card- oard tags, and paste ends below top of sleigh. Santa* is ıt from white mat stock. Cover face with peach; hat, sleeve, nd mitten with red; and blanket with green gummed crepe aper. Paint features on Santa's face with water color. Place ots of cotton on blanket, eyebrows, beard and hat trim. *eindeer**—(Make three) Cut from white mat stock, cov- ring all except antlers with peach gummed crepe paper. pot reindeer with brown water color, and paint eyes brown. aste a little cotton to tail, chest and ears. Harness is red ummed crepe, with white cotton dots pasted to it. Loop narrow red ribbon from Santa's hand to the harness of the ree reindeer. Fasten to panel by making hinges from asking tape and sticking to the back of sleigh and three eindeer. Stick different colored gummed stars onto blue repe background.

* Sketch your own, or send to "Here's An Idea" for scale pattern.

[1] Reprinted from "Christmas Comes to the Office," Here's An Idea ervice, 300 Howard Street, Framingham, Massachusetts.

Paper Santa Claus[2]

This Santa Claus *(Figure II)* can be made from any kind of paper or cellophane and in many different sizes to suit the individual need. If you are not good at drawing, cut a face from an old Christmas card or magazine. In this case you will have to build the body to fit the cut-out head. Many characters may be made by this method, perhaps using family snap shots for your cut-outs.

1. Draw figure from the shoulders down on tissue paper. Make narrow folds crosswise of the entire piece as indicated by dotted lines.
2. Draw two long arms, fold as you did the body.
3. Cut from light weight cardboard: a head, two hands, two feet and a toy sack. Ink in features.
4. Paste cardboard head, hands, feet and bag to body. Put cord hanging in top of cap.

Bead Dolls for Your Tree[2]

1. Thread two needles on a long, strong thread.
2. Slide a bead to the center of the thread between the two needles.
3. Bring both needles down through the next bead to the neck.
4. Cross the two needles in opposite directions through the neck.
5. Bring both needles down through the body bead.
6. Cross in opposite directions through the hips.
7. String five beads on each needle for the legs and through a foot bead.
8. Retrace each needle back up to the neck and cross through the neck in opposite directions.
9. String on four beads for arms; add one for a hand.
10. Retrace back through arms, cross through neck again, or up through the head, hat and top bead; tie and form loop for hanging. *(See Figure III.)*

[2] Reprinted from *Christmas Tree Ornaments*, Chicago Park District. 1936.

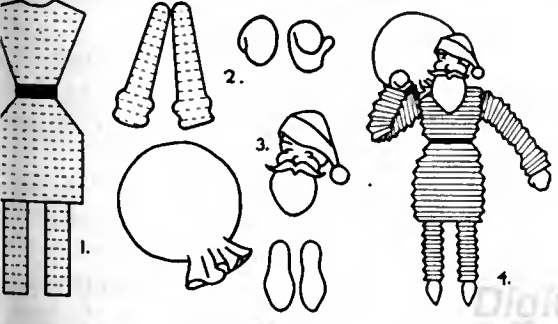


FIGURE II

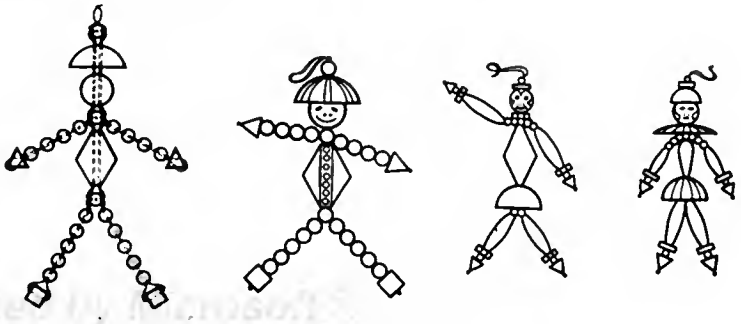


FIGURE III

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Mail Boxes

Mail boxes are erected in front of each of the elementary schools several weeks before Christmas. Letters are posted to Santa Claus without postage. A return address is requested. The letters are picked up by Santa's "helpers" and answered. No commitments are made. This project is extremely popular and is co-sponsored by the Junior Women's Club.—*Teaneck, New Jersey.*

Toy Shower Day

Sando Bologna, of the *Waterbury Republican*, reports in connection with Torrington's (Connecticut) Christmas Village (see RECREATION, November 1949) that a Toy Shower Day is designated about one week before the village opens for its two-week stand. At that time city merchants and generous Torringtonites donate hundreds of gifts for the project. The park and recreation department, meantime, takes out from storage the thousands of gifts bought during the year.

Also, that a Telephone Day is set aside on which to take toys to home-bound boys and girls. Just before Christmas, Hospital Day is observed when toys are brought to child patients in Torrington's Hungerford Hospital.

Says Mr. Bologna, "Carl Bozenski gave a lot of thought in planning Christmas Village during a four-year illness. While in a sanitorium, he wondered how he could show his appreciation for the nice things that the Torrington folks did while he was hospitalized. They had sent him letters, packages and gifts. When he returned to his job with the park and recreation department, he set into motion the idea for a village to bring Yuletide cheer to kids—with no commercialism attached."

Is There a Santa Claus?

The original editorial which appeared in the New York *Sun*, and with which we are all familiar, was used in *Sumter, South Carolina,* last year as the basis of a Christmas pageant. This editorial is also excellent for your story-telling group at Christmas, or to be read aloud at any Christmas gathering. Look up the original and refresh your memory. (RECREATION, December 1948, page 387.)

This can easily and quickly be prepared for production.

Is There A Santa Claus?
-A Pageant

Agnes Drevenstedt

This entire production was acted out in pantomime with previously prepared tape recordings of all voices and musical effects except the choir in the final scene.

NARRATOR: It is Christmas Eve—1897. All the world is gay with singing and dancing and the sounds of happy voices.

MUSIC: *Recorded singing—with children's voices.*

DANCE: *Dance group—children playing.*

(Lights fade off children—on Virginia and father.)

NARRATOR: But there is one little girl whose soft, gentle eyes are clouded with a new and terrible doubt. She is at and age when questions, like dark spirits, tear beautiful illusions away. Little Virginia puts into words the questions she so dreads to have answered.

(Virginia climbs into father's lap. Father strokes her hair. Virginia interrupts his reading the paper.)

NARRATOR: As he strokes her hair tenderly, Virginia gathers her courage and says:

CHILD'S VOICE: Papa, everyone else is so gay and happy tonight. I wish I were!

MAN'S VOICE: Well now, suppose you tell me what's troubling you?

CHILD'S VOICE: Papa, Papa. Is there a Santa Claus?

NARRATOR: Virginia's father is a wise and gentle man. He thinks carefully of all the answers to this difficult question, and then he says:

MAN'S VOICE: The editor of the *Sun* is a very wise man and will answer you. You may be sure, my dear, that you can believe whatever he says.

(Virginia hugs father—claps hands—then runs to writing table and writes letter.)

MRS. DREVENSTEDT *is the organizer of the Children's Theater in Sumter, South Carolina. Before that she served as president of the Sumter Little Theater for three years.*

NARRATOR: See how eagerly she runs to her desk to write er very important letter to the editor of the *Sun*. How ıpidly the words flow from her pen.

(Lights fade off Virginia and father—on editor at desk, pening and reading letter. As he reads, child's voice is eard.)

CHILD'S VOICE: Dear Editor—I am eight years old. Some f my friends say there is no Santa Claus. Papa says if you ee it in the *Sun*, it is so. Please tell me the truth. Is there Santa Claus? Signed—Virginia O'Hanlon.

NARRATOR: Such a difficult question!

(Editor rises—walks away from desk—thinking about tter.)

NARRATOR: It would be so much simpler for the editor explain the theory of relativity. But the faith of a child involved—and cannot be shattered. This question reıires a real—an honest—a sincere answer.

(Editor returns to desk—starts writing.)

NARRATOR: To all the boys and girls in this country, that spired answer goes out each year. Here in 1952 is his ıswer: *(Editor reads in pantomime)* Virginia, your little iends are wrong. They have been affected by the scepti-sm of a sceptical age. They do not believe except they e. They think that nothing can be which is not compre-ensible by their little minds. All minds, Virginia, whether ey be men's or children's, are little. In this great universe ours, man is a mere insect—an ant, in his intellect, as com-ıred with the boundless world about him, as measured by e intelligence capable of grasping the whole thruth and ıowledge. Yes, Virginia, there is a Santa Claus.

(Spot off editor—on tableau.)

TABLEAU: *Love, Devotion and Generosity.*

NARRATOR: He exists as certainly as love and devotion ıd generosity exist, and you know that they abound and ve to your life it's highest beauty and joy.

(Lights fade off tableau—on editor)

NARRATOR: Alas! How dreary would be the world if ere were no Santa Claus! It would be as dreary as if there ere no Virginias.

(Spot off editor—on scene)

SCENE: *Christmas Eve in a Needy Home.*

NARRATOR: There would be no childlike faith then—no poetry, no romances to make tolerable this existence. We should have no enjoyment, except in the sense and sight. The eternal light with which childhood fills the world would be extinguished.

(Lights off scene—on editor)

NARRATOR: Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all the chimneys on Christmas Eve to catch Santa Claus, but even if they did not see Santa Claus coming, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not, but that's no proof that they are not there.

(Lights off editor—on dance group.)

DANCE: *Fairy Dance Group.*

(Fade off dance group—on editor)

NARRATOR: Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world. You tear apart the baby's rattle and you see what makes the noise inside, but there is a veil covering the unseen world which not the strongest man, nor even the united strength of all the strongest that ever lived, could tear apart.

(Lights off editor—up on tableau)

TABLEAU: *Living Picture—Faith, Fancy, Poetry, Love and Romance.*

NARRATOR: Only faith, fancy, poetry, love, romance, can push aside that curtain and view and picture the supernal beauty and glory beyond.

(Lights off characters—on editor)

NARRATOR: Is it all real? Ah, Virginia, in all this world there is nothing else real and abiding. No Santa Claus! Thank God, he lives—and he lives forever. A thousand years from now, Virginia, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood.

Yes, Virginia—there is a Santa Claus.

DANCE: *Santa Claus dance.*

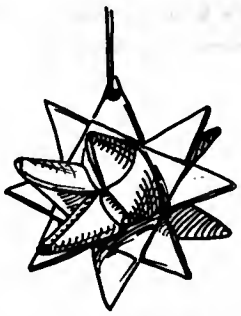
(Tree lights blaze—little children dance.)

(Santa appears—dance music fades.)

MUSIC: *Christmas Anthems by college choir.*

FINALE: *Entire cast on as choral group sings Christmas songs.*

A PAPER STAR

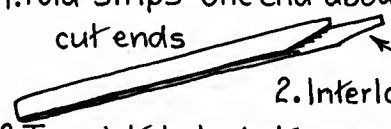


MATERIAL

Four strips - $\frac{7}{8}$" x 22" - 20 lb. Bond Paper

METHOD

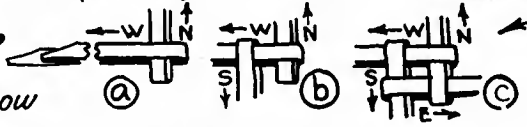
1. Fold strips - one end about $\frac{3}{4}$" shorter than the other - cut ends on a taper.



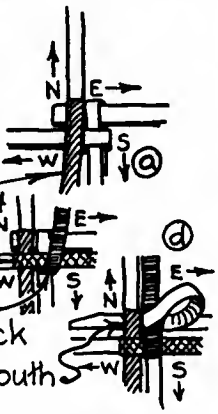
2. Interlock strips - long ends underneath - *see sketches a-b-c*

3. Turn interlocked strips over.

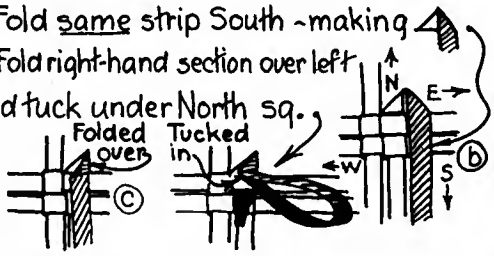
North strip is now on left top side - long strip on top.

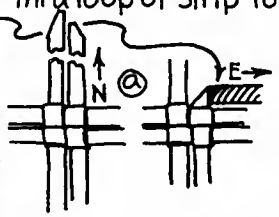


4. Weave top strips (*long strips*) -
   a. Long strip - North position - fold South
   b. West strip fold East
   c. South strip fold North
   d. East strip fold West - and tuck thru loop of strip folded South



5. Make point. Use short strip which is in the right-hand position.
   a. Start with North position strip - fold under and to the right (*East direction*)
   b. Fold same strip South - making
   c. Fold right-hand section over left and tuck under North sq.

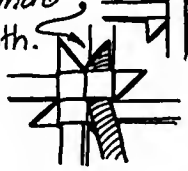




6. Turn strips $\frac{1}{4}$ turn to the right and repeat 5a-b-c to make second point. Continue until all four points are made.

7. Turn strips over and make four points on other side. Long strip will be on top. *Start with North position - proceed as you did in steps 5 and 6*

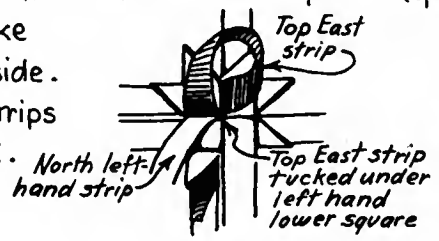
8. Make cone point. Take North left-hand strip (*long strip*) and fold South. Then take top East strip (*long strip*) and turn it under to the left, then over and tuck under left-hand lower square. *The end will come out of lower left-hand point.* Pull tight and the cone point is made.

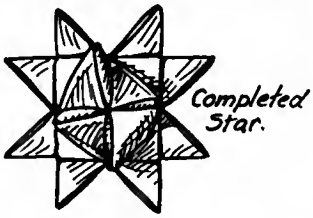


9. Turn strips $\frac{1}{4}$ turn to right and make second cone point. Repeat to make four cones.

10. Turn strips over and make four cone points on other side.

11. Trim off loose ends of strips and the star is completed.





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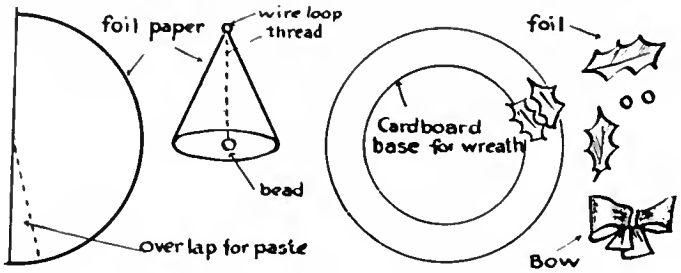
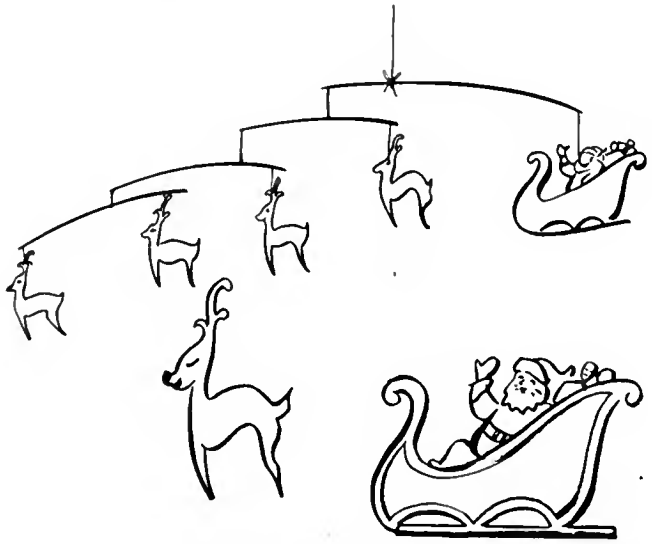


STARS, BELLS AND WREATH

Here are several other suggestions for easy-to-make mobiles:

Santa and his reindeer using paper, carved balsa wood, metal or plastic for figures.



SANTA AND REINDEER

Christmas Carrousel with animals and cherubs tied to a circular wire hoop.

Christmas Tree made of curved wires for branches with hanging ornaments; or a tree with a coat-hanger-wire frame and a chicken wire center with tiny Christmas balls hung in the opening of the mesh.

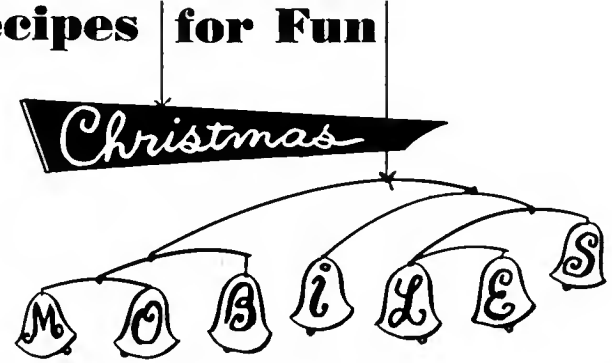
Christmas Song Mobiles with symbols or figures to depict various carols. ("Up on the Housetop" featuring a house-top, chimney with Santa on it, toys and stockings and so forth.)

Gift Mobile containing gaily wrapped tiny packages.

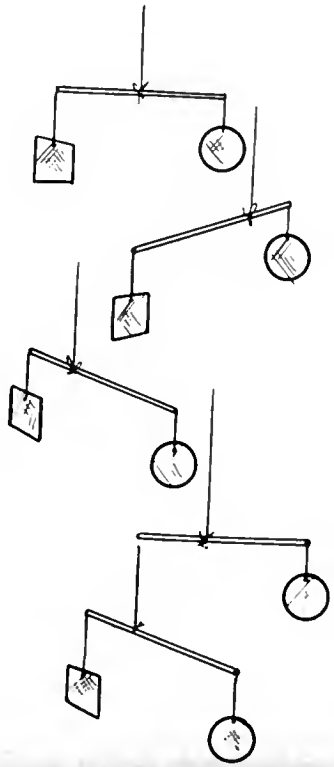
Christmas Card Mobile with many arms to which cards can be tied.

Christmas Story Mobiles with favorite storybook characters.

Recipes for Fun



MOBILES—those fascinating, free moving, decorative forms which are currently taking the nation by storm—lend themselves beautifully as a Christmas craft project. As they range from the simplest paper, wire, and thread construction to the most intricate and elaborately styled affairs, they have a wide appeal as a home or recreation center craft project for all ages. And they can be a very inexpensive project using scrap materials.



If you haven't made a mobile —try this simple experiment to get the idea of "what it's all about." You'll need a couple of soda straws, nylon thread, and construction paper. Cut a piece of thread five or six inches longer than the straw. With a long needle or wire pull this thread through the straw, until there is an equal amount extending from each end of it. Attach a square, construction paper cutout to one end of this thread and a circle to the other. Tie one end of another piece of thread, with a slip knot, around the center of the straw and hang it up where it can move freely.

Experiment with the many different ways this simple mobile can be balanced by varying the positions of the cutouts and of the thread holding the mobile. Now take another shorter piece of straw, thread it in the same manner, attaching the square and another circle to the ends. Tie this to the end of the first thread in place of the square and see how many more positions of balance can be achieved.

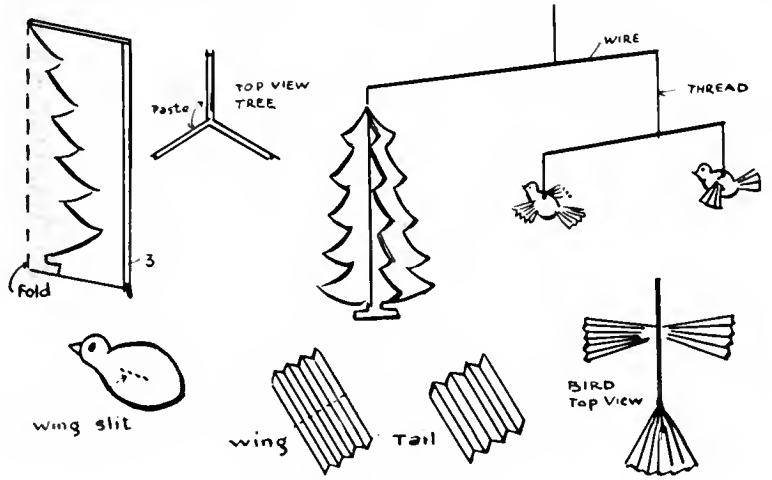
And now let's make some Christmas mobiles!

Materials—Coat hangers or galvanized iron wire (copper, brass, and other wires can be used but they are much more expensive): nylon thread (for larger, heavier mobiles use nylon fishing line): and whatever type of material you want to use (paper, cardboard, plastic, metal, wood, glass, small boxes, ornaments, and so on). Also decorative accents such as paint, nail polish, sequins, beads, glitter, and so forth. And do use a *good* household cement or glue.

Tools—Small long-nose pliers with/and wire clipper for cutting and shaping wires; and scissors for cutting paper and light cardboard, mat or stencil knife or single edge razor blade for cutting heavy cardboard, tin snips for cutting metal. Also paint brushes and any other items needed for particular type of mobiles you're going to make.

- In planning your mobiles remember that separate parts of the mobile should always be attached to the arms of the mobile so that they move freely and do not touch each other.
- Balance mobile parts as you build.

Birds and Trees—With pliers, bend a small loop in each end of a 15-inch and a 7-inch piece of wire. To make this mobile, use either construction or metallic paper. Fold three pieces of paper in half, draw and cut out trees and paste them together. Cut four bird bodies from



BIRDS AND TREES

paper; pleat one rectangle of paper for wings and a smaller one for tails. Paste two bodies together for each bird, inserting and pasting tails in place at the same time. Cut slits in bodies and insert wings. Tie parts of mobile together as shown with nylon thread.

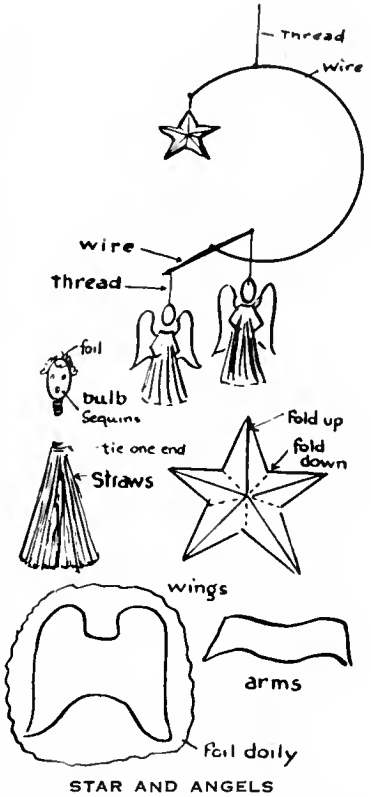
Trees and birds may be trimmed with foil paper, sequins, glitter.

For another bird and tree idea, a cone shaped tree made from copper screening and trimmed with sequins; bird bodies and heads made from Christmas tree balls glued together, with metallic paper

Star and Angels—Curve a piece of wire into a 2/3-circle arc. Bend ends into small loops. Curve a shorter wire slightly and loop ends.

To make figures use Christmas tree balls for heads, plastic straws for bodies, foil paper in same color as straws for arms, foil doilies for wings, curls of metal from a pan cleaner for hair, sequins for eyes and mouth, and a birthday cake candle and a small spray of holly or evergreen for them to hold. Tie one end of straws together tightly and wire to hanging loop in ball. Slip wings and arms in back between three or four straws and glue in place. Curve wings back slightly; curve arms around to front and glue hands to candle or sprig. Glue metal curls and sequins to head. Assemble as shown in illustration. Attach hanging thread to back of angel's neck.

To make from salvage materials, try using old ping pong balls or burned out light bulbs for heads, pleated or cone shaped skirts from tin cans, and so forth.



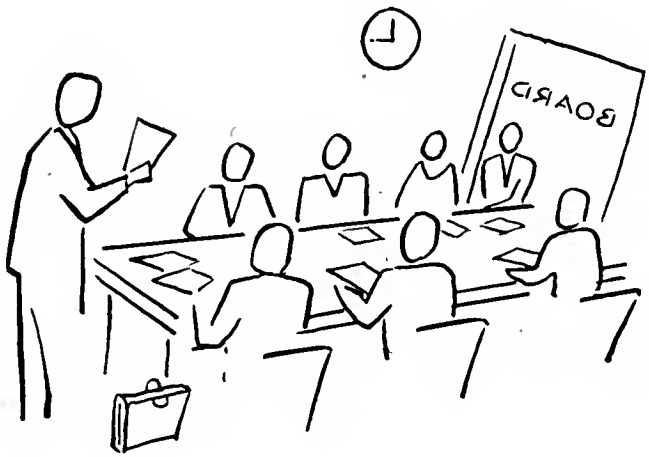
STAR AND ANGELS

Stars, Bells, and Wreath—Cut and loop ends of four wires—one long and three short ones of different lengths. Cut half-circles from foil paper and paste to form cone-shaped bells. Tie small ball or bead to nylon thread; hang it inside bell for clapper; and tie other end of thread to a small wire loop at top of bell. Cut out a circle of thin cardboard for the wreath base. Cut green foil holly leaves; crease them slightly along vein lines; and paste them on both sides of the circle. Add red foil berries and bow. (See next page for other illustrations.) Tie hanging thread on top wire where mobile balances.

Cut and fold silver foil stars as for the angels and star mobile. Assemble as shown.

INFORMAL OBSERVATIONS ON RECREATION BOARD MEETINGS

Russell J. Foval



THE WEAKEST link in many recreation systems is the slip-shod way in which board meetings are planned and conducted. Recreation board meetings can be an inadequate experience for everyone concerned if time and effort are not put into them. They can also be pleasant and worthwhile if the board and the superintendent are making them so. Good meetings of any kind do not just happen." Someone has to spend many hours in planning details and gathering necessary materials. It is the joint responsibility of the board and the superintendent in any recreation system to see that meetings are conducted properly.

A good board meeting should be purposeful, business-like, informative, challenging, friendly—and short. The board should have decisions to make (usually on the recommendations of the superintendent)—a solid reason for being present. There should be subjects presented that will offer a challenge. Information should be available concerning all phases of the program or topics to be discussed.

The meeting should be business-like but not so much so that all the fun is taken out of it. Following a set pattern too closely can be as colorless as having no pattern at all. A friendly and harmonious atmosphere should prevail. A wise and efficient chairman will keep the discussion on the subject and still permit all members to express themselves freely. A feeling of good will is necessary and a short deviation from the subject under discussion is not harmful. Many times it is the best thing that can happen.

Having short board meetings does not mean that much cannot be accomplished. Some meetings will be longer than others but at no time should they be allowed to drag on and on. We all dislike meetings that last too long. After an hour we are usually ready to call a time out. It is sometimes better to leave business unfinished than to prolong the meeting to the point where interest diminishes. The chairman is in a position to keep the meeting moving along, yet get a great deal done and give everyone a feeling of having accomplished something.

I have heard recreation superintendents say that their boards meet only a few times a year or when something really important is to be considered. In such cases the program is either not very good or it is a "one man show." When boards do not have enough business to hold regular meetings, it indicates that someone is not on the job. Either the board members are not interested or they pass the buck to the superintendent and staff. This is not good for the recreation board, the staff or the program. Superintendents of recreation need all the help they can get, and the board is the first group they should turn to for assistance. The board should be interested enough to have regular meeting dates at least once a month. Too much can happen in one month for an executive, no matter how well qualified, to establish policies and to run the program alone without the full cooperation and help of the board. A certain day of the month should be designated for meetings in the by-laws of the board. This date should be adhered to at all times. Dates should not be changed for the convenience of one or two members. If a quorum can be present, the meeting should be held.

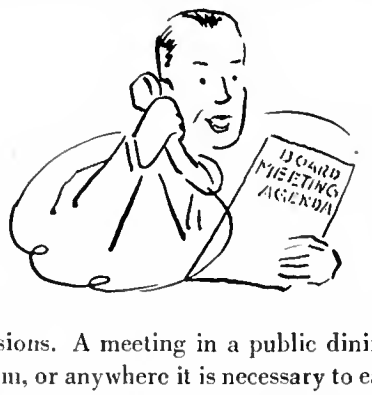
The time of day that meetings are

MR. RUSSELL J. FOVAL *is superintendent of recreation in Decatur, Illinois.*

held is most important. All members must be considered when making this decision. Noon meetings meet the approval of some but the length of time available is apt to be too short. Most people try to get back to their jobs by one-thirty. By the time food is ordered and eaten, much of the noon period is gone. Business is conducted under haphazard conditions with interruptions or ordering, being served and eating. Not enough attention is focused on the real purpose of the meeting. The entire affair is likely to be too rushed to accomplish much. Afternoon meetings, early or late, are usually not too satisfactory. People cannot get away from their jobs to meet in the early afternoon and if they meet around four o'clock, they find themselves tired from a day's work and wanting to get home to dinner.

The evening meeting seems to be the most satisfactory time for a number of reasons. It allows everyone to go home after work, get cleaned up, and possibly relax a little. By meeting in the early evening, the business can be finished in time to allow the members to go to other functions. It affords an opportunity for the members who can do so to stay after the meeting is over and visit with the superintendent or other board members. The evening meeting does not have the hurried atmosphere of a day meeting and usually a better job can be done.

The place of board meetings can add to or detract immeasurably from the



sessions. A meeting in a public dining room, or anywhere it is necessary to eat, is likely to be a failure. The interruptions that usually occur make it difficult to have an orderly and worthwhile meeting. Meetings held in private clubs can be unsatisfactory because of the surroundings and because some members might feel out of place. If possible the meetings should be held in the recreation office. Records are available if needed, arrangements can be made in advance and interruptions can be held to a minimum. The meeting place, wherever it is, should be as quiet and pleasant as possible. The selection of the date, time and place of the meeting should meet with the approval of at least the majority of the members.

The recreation board meeting should be planned well in advance. The agenda for the coming month should be started immediately after each meeting. Sometimes it is best to plan several months ahead. A "live file" should be maintained and as ideas or possible topics for board discussion come up they should be filed. Materials for the board meeting, such as reports of activities and correspondence, also should be put in this file.

About a week before the meeting is scheduled, a tentative agenda should be prepared and discussed with the board chairman. The chairman needs to be familiar with all the items on the agenda. If he becomes familiar with the problems before the meeting, he will be able to conduct a much better session and will be in a position to assist the superintendent in clarifying many points. The chairman appreciates the pre-meeting discussion as it enables him to do a better job as presiding officer.

The agenda should include calling to order, approval of minutes, approval of bills, approval of financial reports, report of the executive, report of committees, communications, and old and new business. This pattern need not be followed to the letter. In fact, it is a good policy to vary it from time to time. Material for each board member and the executive should include copies of reports and recommendations. Vouchers for bills, accident reports, and communications should be at hand. Any material that will give the board more information regarding the department should be made available.

Written notices of board meetings should be sent to each member about one week before the meeting. A copy of the minutes of the preceding meeting should be included with the notice. The member can read the minutes and be prepared to act when he comes to the meeting. This practice can save considerable time at the meetings. It is well to communicate with the members three or four days early if there is any doubt that a quorum will be present. This often helps get members to attend who might otherwise have been "on the fence." Most members have many other responsibilities in the community and it is sometimes hard for them to decide which meeting they should attend. If your call indicates that they might be needed at the recreation meeting to make a quorum, they will probably be at *your* meeting. The last call and final check is the day of the meeting. One might ask, "Why call them a second time?" Things can happen at the last minute that will change their plans. Sickness or business problems could arise in a short time. It is better to call the second time than to run the risk of not having a quorum. It seems better many times to call board members after they reach their offices. If there are people on the board who cannot be reached by phone at their offices, they should be called at home. The executive gradually gets to know the best time and place to call each member. By calling early in the morning there is time to change plans if for some unexpected reason a quorum cannot be present. If at the last minute the chairman cannot attend the executive will want to communicate with the vice-chairman and review the agenda with him.

The meeting itself needs considerable planning and attention. The superintendent should be present at least fifteen minutes early. He should be sure that there is a large table, adequate chairs, ash trays, pencils, writing pads, and such available. Conversation pieces such as new pictures of program activities, magazine articles or craft items can be handy for the board member who arrives a few minutes early. The agenda material for each member should have his name on it. It is a good idea to place this material at the same position on the table at each meeting. This encourages the member to sit in the same place and know that his material will be there. He can thus look over his material as soon as he arrives. Quite often this saves considerable time.

If a quorum is present, the presiding officer should start the meeting on time

Members should become used to meeting at the scheduled hour, conducting the business at hand and adjourning promptly. The chairman of the board should conduct the meeting. Sometimes the board depends upon the superintendent to take the lead. This should be avoided as much as possible. The superintendent should let the board members do most of the talking. They will ask plenty of questions of him and there will be adequate opportunity for him to speak. If the superintendent has done his work well before the meeting, it will not be necessary for him to monopolize the discussions.

The result of all this planning is most worthwhile. The little things and details can make a meeting a success or a failure. A well-planned meeting will be purposeful, business-like, informative, challenging, friendly and usually brief. The board members will discuss more than finances. They will feel that they are making a real contribution. They will look upon the monthly meeting as a pleasant and satisfying experience. They will know that they are an important part of the work. They will be proud of the part they play.

Examine the inadequate recreation programs throughout the country and many times it will be found that the board meetings are poorly or inadequately planned, conducted and evaluated.

Suggestions for a

CODE OF ETHICS

for the Superintendent of Recreation

1 No member of the profession accepts a position as superintendent of recreation unless he is fully in accord with the principle of recreation service as a function of local government and unless he is confident that he is qualified to serve to the advantage of the community.

2 The superintendent of recreation has a firm belief in the dignity and worth of the services rendered by government. He has a constructive, creative, and practical attitude toward urban problems and a deep sense of his own social responsibility as a trusted public servant.

3 The superintendent of recreation is governed by the highest ideals of honor and integrity in all his public and personal relationships in order that he may merit the respect and confidence of the governing body of the recreation board, of other officials and employees, and of the public which he serves. He believes that personal aggrandizement or profit secured by confidential information or by misuse of public time is dishonest.

4 The superintendent of recreation as a community leader submits policy proposals to the recreation board and provides the board with facts and advice on matters of policy to give it a basis for making decisions on community goals. The superintendent of recreation defends recreation policies publicly only after consideration and adoption of such policies by the board.

5 The superintendent of recreation realizes that the recreation board, the official representatives of the people, is entitled to the credit for the establishment of recreation department policies. The superintendent of rereation avoids coming in public conflict with the board on controversial issues. Credit or blame for policy execution rests with the superintendent.

6 The superintendent of recreation considers it his duty continually to improve his ability and his usefulness and to develop the competence of his associates in the use of leadership techniques.

7 The superintendent of recreation keeps the community informed on local recreation affairs. He emphasizes friendly and courteous service to the public. He recognizes that the chief function of the local government at all times is to serve the best interests of all the people on a nonpartisan basis.

8 The superintendent of recreation, in order to preserve his integrity as a professional administrator, resists any encroachment on his responsibility for personnel, believes he should be free to carry out board policies without interference, and deals frankly with the board as a unit rather than with its individual members.

9 The superintendent of recreation handles all matters of personnel on the basis of merit. Fairness and impartiality govern the superintendent of recreation in all matters pertaining to appointments, pay adjustments, promotions, and discipline in the recreation department.

10 The superintendent of recreation curries no favors. He handles each problem, without discrimination, on the basis of principle and justice.

This is an adaptation of the "City Manager's Code of Ethics" adopted by the International City Managers' Association and is used with the permission of the Association.

LET YOUR BUDGET HELP YOU PLAN

Ellen Anderson

WHAT IS A BUDGET? It is not the colossal headache that some may term it, but rather it is a plan for financing an enterprise over a given period of time. Once this plan has been approved by an appropriating body, the budget is the controlling financial plan for executing a program of operation and of service.

In Arlington, Virginia, the department of recreation and parks uses its budget as a work plan, a yardstick, and, during budget hearings, as a public relations device.

How is this done?

First, we must consider how Arlington's recreation department formulates its proposed budget for the coming year. Instead of the purely expedient base of the expenditures of the past year and of the supposed ability of the community to pay, Arlington works from a long-range plan outlined in a formalized six-year program of growth.

With this fore-knowledge of the goals toward which the department is moving, recreation executives can make intelligent provision for expansion of facilities or programs or both. Granted that such goals are flexible, they have been set and offer definite guideposts for budget requests.

Here, in Arlington, the budget originates with the section supervisors who prepare their proposals on the basis of the desirable program expansion for the given year within the over-all plan, and who consult with division heads on costs of such programs in terms of personnel, equipment, facilities, and other items.

Once the outline of programs and costs has been compiled, the division heads consult with the recreation director and the head of the department's accounting division. Since the recreation department has its own accounting division, the cost accounting system easily enables the director to determine the exact cost of any given service, broken down into functions. Compared with attendance figures, such cost accounting also furnishes a statistical basis for estimating the efficiency and economy of specific programs.

Since every person in each division knows the exact amount of his share of the proposed budget and exactly what this share is expected to provide, he may be called into the discussion to explain and justify his figures.

When the department has agreed upon its proposed budget for the coming year, the figures are sent to the county manager who, in turn, invites the department director and the budget officer in to consult with him and with the county finance director. Now, including recommendations from the county manager, the budget passes to the county board for consideration, and is made available in printed form so that any interested organization or individual may have a copy for study and consideration.

Because many of the citizens are vitally interested in recreation problems and may have excellent ideas o their own to offer, they often ask th recreation director to visit their organi zations for discussion and explanatior Since some of their suggestions hav been made long before budget time they are often curious to know wha disposal has been made of their idea as well as to hear the ideas of the de partment itself.

Eventually, the county board holds a public hearing at which groups and in dividuals may express their feelings re garding cuts or additions.

Finally, the county board weighs al arguments, agrees upon a definite bud get, and sets the tax rate for the coming year.

Obviously, when the department director appears before citizens' associations, PTA's, and other groups, the recreation budget plan immediately is transformed into an important instrument of public relations and publicity. Instead of speaking merely in terms of abstract dollars, the director translates figures into such human terms as playground assistants, picnic tables, sports equipment, and telephone service. Since, in Arlington, the budget has been prepared in terms of meeting community needs within the framework of the progressive over-all plan, such interpretation may be made both effectively and explicitly.

As an example of how this is done, let us assume that an influential community organization, thinking in terms of dollars alone, advocates economy and the deletion of $10,000 from the recreation budget. In dollars, this means only a drop of a cent or two in

MISS ELLEN ANDERSON *is information director of the Department of Recreation in Arlington County, Virginia.*

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e tax rate. When the recreation di-ctor translates $10,000 into services, e cut may mean no spring play-ounds, or no custodial or maintenance vice for a park, or no maintenance of ll fields. With new understanding of e meaning of $10,000 to the recrea-on program, the organization will obably favor and recommend the nount which was requested in the iginal budget.

In Arlington, the recreation director oes not presume to determine what the unty can afford in recreation services. he program of the department is set rth in terms of meeting expressed eeds within the outline of the long-nge plan, and the director lets the mmunity decide for itself whether or ot it wants to and can take the finan-al responsibility to pay.

During the operations year, the bud-et continues to serve as a public rela-ons device—rather a back-handed one, this instance. For example, when an ate taxpayer calls in to ask why his cal park is still undeveloped, why the eighborhood playground is unstaffed, hy there are no adult evening classes a nearby school, he can be referred budget cuts insisted upon by civic roups, an especially effective reference hen his own neighborhood associa-tion upheld such cuts.

With the appropriated budget figures in his hand, the director notifies his division heads of their allotments, and the new budget formally becomes the recreation work plan for the coming year. When the program can proceed as planned, the year's work is simple. When occasional cuts force curtailment of a program, the division head must decide how best to handle the cut without undue detriment to future expansion. Most important of all, no matter what the final appropriation, the entire department must remember the long-range goals and guide its program in their direction.

Because the entire staff has participated personally in budget planning, from start to finish, the department is usually highly budget-conscious. This desirable state of mind furnishes an internal incentive toward economy of operations as well as toward wholehearted cooperation with the cost accountant.

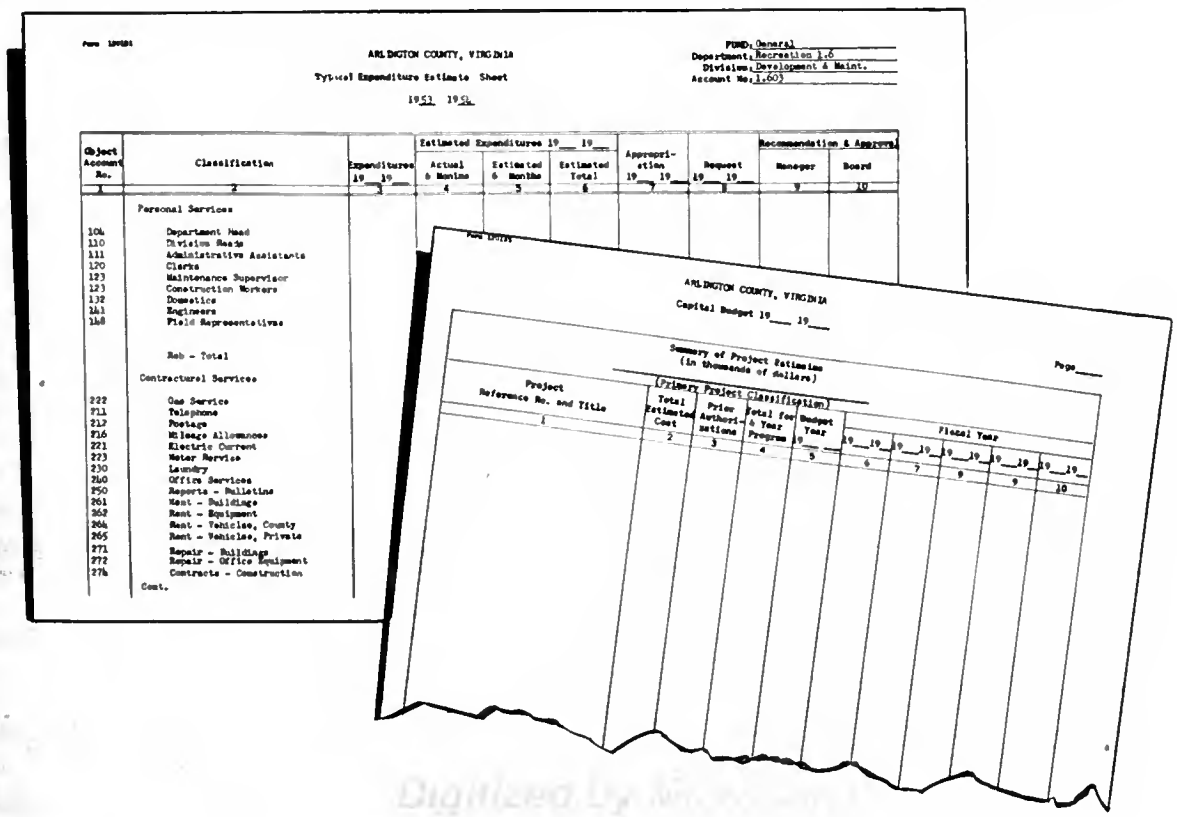
Through its cost accounting, Arlington has a clear picture of the financial status of all programs at all times, with both object and functional breakdowns. The operating budget is divided into three parts: Administration, Activities, and Development and Maintenance. In addition, the department has a separate budget for capital outlay, also divided into three parts: Labor, Equipment, and Materials. Within each division are additional breakdowns under personal services (staff), contractural services (telephone, lights, and so on), supplies and materials (fuel, signs, office supplies, and so on), and equipment (office machines, and so on).

In many instances, even finer breakdowns result in secondary classifications for such specific items as "waist-high grills (12), power mower (1), card tables (6), and kiln (1)."

A brief narrative accompanies each section of the budget, giving an abbreviated description of the services furnished by each division.

Arlington's cost accounting system is set up in such a way that each division head and each supervisor can know exactly how much his program is costing and how much remains in his account whenever this information is needed. In addition, the system gives the appropriating authorities a clear picture of the department's financial situation, of the use made of allotted funds, and of the soundness and scope of the department's program within the limits of such allotments.

With an accounting system of this


ARLINGTON COUNTY, VIRGINIA

Typical Expenditure Estimate Sheet

FUND: General
Department: Recreation 1.6
Division: Development & Maint.
Account No. 1.603

1951 1952

Object Account No.	Classification	Expenditures 19__ 19__	Estimated Expenditures 19__ 19__ Actual 6 Months	Estimated 6 Months	Estimated Total	Appropriation 19__ 19__	Request 19__ 19__	Recommendation & Approval Manager	Board
1	2	3	4	5	6	7	8	9	10
	Personal Services								
104	Department Head								
110	Division Heads								
111	Administrative Assistants								
120	Clerks								
123	Maintenance Supervisor								
123	Construction Workers								
132	Domestics								
141	Engineers								
148	Field Representatives								
	Sub - Total								
	Contractural Services								
222	Gas Service								
211	Telephone								
213	Postage								
216	Mileage Allowances								
221	Electric Current								
223	Water Service								
230	Laundry								
240	Office Services								
250	Reports - Bulletins								
261	Rent - Buildings								
262	Rent - Equipment								
264	Rent - Vehicles, County								
265	Rent - Vehicles, Private								
271	Repair - Buildings								
272	Repair - Office Equipment								
274	Contracts - Construction								
	Cont.								

ARLINGTON COUNTY, VIRGINIA

Capital Budget 19__ 19__

Summary of Project Estimates
(In thousands of dollars)

Page__

(Primary Project Classification)

Project Reference No. and Title	Total Estimated Cost	Prior Authorizations	Total for 6 Year Program	Budget Year 19__	Fiscal Year 19__	19__	19__	19__	19__
1	2	3	4	5	6	7	8	9	10

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type kept up-to-date every day, estimation of the amount of money required to expand the program each year becomes a relatively simple matter of checking files and making easy mathematical computations.

Therefore, in Arlington, the budget is a work plan which sets forth in monetary terms the exact amount of service which can be given the community during the year. Through up-to-date accounting, the budget becomes a yardstick which shows how much service was given with the funds allotted. And the budget, through interpretation to the public, serves as a public relations tool which clearly explains how many services, and which ones, may be bought by the community with the year's appropriations.

The following "Narrative of Maintenance Program," is set up on another special budget form:

The development and maintenance division is responsible for the following services:

Parks: This year we will have five parks, a total 101 acres, operating for a period of at least six months full-time. Park custodians keep attendance records, accumulate all trash and litter, cut grass, trim hedges, clean and service five comfort stations daily, and in general keep the parks in order. Additional maintenance men make any necessary repairs to equipment, distribute firewood to picnic areas, haul trash to the county dump, and clear and grub brush in wooded areas.

Ball Fields: The number of ball fields maintained by the department is twenty-seven. Maintenance includes dragging, grading and dressing up the fields in the spring. These operations are continued during the summer as needed. A two-man crew cuts infield grass, dresses up infields, and lines off the fields daily during the playing season.

Playgrounds: The department will use forty-one playgrounds. It is the duty of the maintenance forces to keep all county owned playgrounds in good condition the year round. School playgrounds used by the department are maintained while being used. Maintenance includes cutting grass, cleaning up trash and hauling to county dump, repairing and distributing playground equipment and setting up sandboxes and horseshoe pits.

Grass Areas: Grass on playfields is fertilized and top dressed in the spring, debris raked off and the grass rolled. Grass areas owned by the department are mowed regularly during the growing season. Playfields owned by others but used by the department for pl areas are mowed during their use by t department. There are thirty-two stre islands on which grass is cut by t maintenance forces during the summe

Rose Garden: Maintenance forc spray, fertilize and prune the ro bushes; beds are weeded, grass is c and hedges trimmed periodically needed during the summer.

Clay Tennis Courts: There are twel clay tennis courts which are maintain by the department during the playi season. At least seven more clay cou will be added in the next year. The courts are sprinkled, brushed, roll and lined off daily.

Recreation Center Building: Cu todial service is maintained in the ma recreation center all year. Maintenan men make any necessary repairs.

Miscellaneous: The maintenan force also barricades streets for sle ding when needed, cuts firewood in t winter, makes bulletin boards, sets u loud-speaker systems and stages f various shows, maintains the coun nursery, and so on.

Salaries, wages, and other expense such as rental of equipment, constru tion materials, and so on required f the maintenance of the above faciliti and a breakdown are also given.

STATEMENT OF OWNERSHIP

STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (TITLE 39, UNITED STATES CODE, SECTION 233) SHOWING THE OWNERSHIP, MANAGEMENT, AND CIRCULATION OF RECREATION, published monthly except July and August at New York, N. Y., for October 1, 1953.

1. The names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Editor-in-Chief: Joseph Prendergast, 315 Fourth Avenue, New York 10, N. Y.

Editor: Dorothy Donaldson, 315 Fourth Avenue, New York 10, N. Y.

Business Manager: Alfred H. Wilson, 315 Fourth Avenue, New York 10, N. Y.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

National Recreation Association, Inc., 315 Fourth Avenue, New York 10, N. Y., a non-profit organization. The officers are: Otto T. Mallery, Chairman of the Board; Paul Moore, Jr., First Vice-President; Susan M. Lee, Second Vice-President and Secretary of the Board; Gaylord Donnelley, Third Vice-President; Adrian M. Massie, Treasurer; Gustavus T. Kirby, Treasurer Emeritus; Joseph Prendergast, Secretary. (Addresses care of National Recreation Association, as above.)

3. The known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None (nonprofit organization.)

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the persons or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

Alfred H. Wilson, Business Manager

Sworn to and subscribed before me this 4th day of September, 1953

Miriam S. C. Dochtermann, Notary Public, State of New York. No. 30-6043400

Qualified in Nassau County. Certificate filed with New York County Clerk and Register. Term expires March 30, 1954.

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Notes for the Administrator

The Parking Problem

The part which recreation plays in parking problem of large cities is ealed by a survey of downtown park- conducted by the Cleveland City nning Commission. This report, ich is presented in unusually effective phic form, indicates that of the per- is who use parking areas while they engaged in recreation, 12 per cent k for more than four hours, 44 per t from one to four hours, and 44 per t less than one hour. Of these per- is who use parking areas while they engaged in recreation 40 per cent st walk more than 800 feet from the king area, 25 per cent from 400 to 0 feet, and 35 per cent less than 400 t. These distances are greater than used by any other group of rkers" except shoppers.

Survey of Physical Education Facilities

An analysis of the gymnasiums and loor facilities related to the physical ication programs in 269 schools in w York State appeared in the Jan- y, 1953 issue of *Scholastic Coach.* ormation was gathered by Joseph A. errera of Baldwinsville, New York, d was compiled with the help of a mmittee from the Central School incipals Association.

The replies indicated that 68.3 per t of the schools reporting have ombination auditorium-gymnasium, t 99.94 per cent of the officials report- a combination stated that they do t recommend such an arrangement. e fact that 90 per cent of the question- ires were filled out by principals licates that the almost unanimous timent against the combination audi- ium-gymnasium represents their atti- les rather than members of the ysical education staffs.

A wide variety in gymnasium sizes is orted and the findings indicate that gymnasium floors varied in size m 33 feet by 49 feet to 95 feet by 95 t. It is of interest that, whereas 71.6 r cent of the replies indicated that the mnasium was considered adequate en completed, only 25 per cent be- ve it is adequate at present. More n one-half of the schools were built between 1930 and 1940 and more were built before 1930 than since 1940.

Size is not the only limitation on a diversified program, for very few schools have additional rooms for individual correctives, swimming, or for other special activities.

Another comment, is on the very small part which local education authorities played in determining the dimension of the gymnasiums. Practically no influence from local school staffs or lay groups was reported.

Unsegregated Use

According to the 1951 report of the department of recreation and parks in Baltimore. "In July 1951 the board of recreation and parks authorized the unsegregated use of all golf courses operated by the bureau. This resulted in an increase in the number of rounds played." The board also arranged to allow Negroes the exclusive use of Fort Smallwood Beach ten days a month.

CCC Budgeting

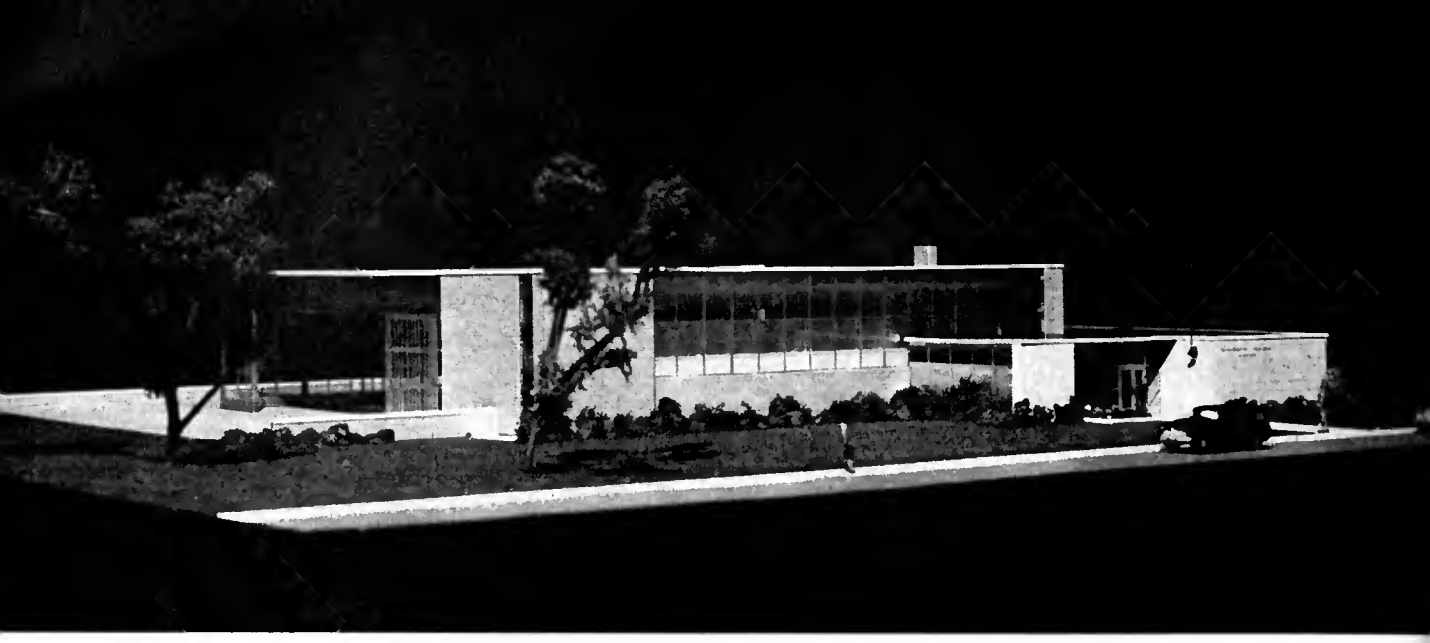
The pamphlet entitled *Budgeting for 1953*, issued by Community Chests and Councils of America, Incorporated, indicated a large and expanding portion of local Chest appropriations for leisure-time services. In 1953, recreation, informal education and group-work services received 40.41 per cent of the total appropriations to local agencies in 168 cities. 39.6 per cent of the income of leisure-time agencies receiving funds from the Chest or United Fund came from these sources.

Compared with the 1935-39 average, the 1953 appropriations to local leisure-time agencies from Community Chests in 27 cities represented an increase of 259.1 per cent. This increase is much greater than that reported for other fields of service receiving Chest funds. As compared with the 1947-49 average, appropriations to local leisure-time agencies from Chests in 43 cities represented an increase of 31.7 per cent. This was a higher percentage than recorded for any other type of service except "health, other than hospitals," which was 46.7 per cent. Appropriations for leisure-time activities apparently are leveling off as compared with their striking increase the preceding ten years.

City-School Cooperation

There are several factors that have contributed to the success and the development of the recreation program of the Cooper River Park and Playground Commission, in North Charleston, South Carolina. First and foremost has been the close cooperation of the Cooper River School District No. 4. The two groups are entirely separate, yet by mutual agreement the park and playground commission operates playgrounds on school property and has spent several thousand dollars in the development of them. The school youngsters enjoy the facilities during the school day, and playground supervisors take over in the afternoon and during the summer vacation period. There is no duplication of playground facilities, which results in a saving for the tax payers of the community. Mr. A. F. Heinsohn, chairman of this commission and also of the school commission, is greatly interested in the recreational development of the area.

Another factor is the large number of enthusiastic volunteer workers. Still another is a friendly county legislative delegation that has approved the budgets recommended by the commission. Without this support in providing the funds the program would not be possible. County agencies, such as the county council through its public works and prison farm labor, have assisted the commission in developing park and recreation sites throughout the area.



Wyandotte Gets Swimming Pool

This is a story of unceasing effort. It got a big push early, when George H. Baker, vice president of Employee and Public Relations, and a representative of the union, Local 12270, U.M.W., appeared before the city council to voice Wyandotte Chemicals sincere interest and endorsement of the pool.

The pool aroused a civic spirit as few issues had before. And thanks to our American way of doing things, the issue was settled in a free and democratic manner—at the ballot box.

Benjamin F. Ya

Joint operation a well-planned public bring success.

A COMMUNITY of 40,000 people on April 6, 1953, went to the polls and voted for a bond issue to build an indoor-outdoor swimming pool which would cost $490,000. Sixty-seven per cent of the voters approved the proposal which required a 60 per cent majority. Wyandotte, Michigan, located ten miles south of Detroit, is five and three-quarters square miles in area, with approximately four miles of frontage on the Detroit River.

The Problem

Years ago the citizens in the community enjoyed swimming and fishing in the river which, at that time, was clean and free from bacteria. With the advent of industry, however, it slowly became contaminated and unsafe for swimming. Industry was dumping oil and other impurities into the water.

Wyandotte was faced with the need of more swimming facilities. Only one indoor pool, in the Roosevelt High School, was available and that was used by two junior high schools and the high school itself. People of the community had no place to swim. Therefore, it was necessary for those who could not use the school pool to travel up to twenty-five miles to inland lakes and other swimming areas. Many of the places they chose for swimming were far from ideal, and added to the natural hazards of open lakes and deep pools was the ever present traffic hazard and the inconvenie and expense of traveling to and from these places.

For years, Wyandotte has dreamed of a municip owned swimming pool. A pool within our own boundar where our children could enjoy the most invigorating healthful recreation possible; where we know they are s and under proper supervision; where those unable to sw would be taught by competent instructors; and where a life guards would be constantly on duty.

A Proposed Solution

The board of education of the city contemplated build a junior high school in the same area as the proposed indo outdoor swimming pool. So the board of education, mayor and council, and the recreation commission met; a solution was arrived at whereby the city of Wyand would place on the ballot, in the April 6, 1953 election proposal for a bond issue of $490,000 to build an indo outdoor pool connecting with the new junior high schoo the board of education to use the pool during school ho and the city to use the pool after school hours and on n school days for city recreation programs.

The clergy, business, industry, service clubs, women's ganizations, labor unions, veterans' organizations and s dents from various schools were brought in to form a c zens' committee for a municipal swimming pool. T Wyandotte *News Herald* led the campaign, and some thi

MR. YACK *is superintendent of recreation in Wyandotte.*

anizations endorsed the pool. A merchant donated three nty-five dollar government bonds as prizes for essays by lents of the three high schools on "Why Wyandotte Needs wimming Pool." A movie in color was taken of the Gen- Patton Pool in the city of Detroit. This was shown along n talks to PTA groups, service clubs, veterans' groups, lent groups and so forth. A brochure was sent to 11,000 nes, covering the problem and the proposed solution, ring the endorsement of the swimming pool committee. as also shown in the brochure whereby, on a joint opera- of the board of education and the city of Wyandotte, it uld save $230,000 for the taxpayers of the city as com- ed with the cost of two independent pools. Men and women the committee went into the fifteen schools with cards the youngsters to take home to their parents reminding n to vote *yes* on the swimming pool issue in the April 6 tion. The Saturday before the election they painted signs merchants windows, with the permission of the merch- s, asking the people to vote *yes* on the swimming pool d issue. Several merchants and professional sign paint- created interesting pictures depicting the need for a mming pool in Wyandotte. Parents had pictures taken heir children holding signs pleading for a swimming pool. ngsters made up signs and distributed them around the ghborhood. Students were out ringing door bells and in- sted parents used the telephone on election day to re- d the people to vote. The result of the drive showed ctically two to one for the pool.

o, after twenty-five years, the dream came true for a municipally owned swimming pool in the city of Wyandotte. The pool will be seventy-five by forty-two feet and enclosed by giant glass doors which will open on broad sun decks in the summer, thus providing the features of an outdoor pool. Sixty per cent of the pool will be designated for shallow water swimming and forty per cent for deep water swimming and diving use. Water will be maintained at a constant temperature during the winter and chemically treated and filtered for purification at all times. The structure enclosing the pool will provide a gallery for spectators and other facilities necessary for the operation of the pool. The city owns the thirty-two-acre tract on which the pool is to be built, so no condemnation or demolition of buildings will be involved. The recreation department evisions complete facilities for baseball, softball, football, ice skating, wading pool, an outdoor shell, picnic ground, and ample parking space.

The main reasons for passage of this bond issue were: (1) Too many teen-agers were leaving our community to go elsewhere to swim. (2) The taxpayers were saved a sizeable sum by a joint effort between the board of education and the city. (3) The intensive campaign waged by a great many groups and individuals who were confident that an indoor-outdoor swimming pool, available to public and parochial school children and adults the year around, would be a valuable asset to the community, and make Wyandotte a better place to live and work and play.

The people of Wyandotte are just like those in any other community. They realize that, "It costs less to build healthy minds and bodies than to have to rebuild them!"

AMERICAN ASSOCIATION OF GROUP WORKERS

Membership Directory

FOR: Agency Executives, Camp Directors, Park and Playground Depts., Community Center Staff, Schools of Recreation, University Sociology Depts., Housing Groups, Parent Groups, etc.

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***By* HOWARD G. DANFORD**

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As seen by John Hutchinson

PERSONNEL

at the

1953 National Recreation Congress

The general problems related to recreation personnel received considerable attention in Philadelphia at the 1953 National Recreation Congress. The membership at large should become familiar with four phases of the personnel problem that evolved as highlights of the week.

Placement Service. The activities occurring in placement services perhaps inaugurated a new era in the field of recreation. The dirth of qualified recreation leaders to fill available positions appeared more acute than ever before. This condition kept the representatives of various recreation agencies busy interviewing potential candidates as well as encouraging others to help in the total recruitment program. The following few examples show the extent of the services provided:

1. Mr. Sutherland and Mr. Jensen of the National Recreation Association spent endless hours each day interviewing candidates in an attempt not only to develop comprehensive personnel records but also to match personal qualifications against the demands of various job openings.
2. The United States Air Force sought to fill various openings.
3. The United States Army Special Services endeavored to recruit a large number for overseas and stateside vacancies for club and program directors, craft specialists and librarians. Many new jobs have been created recently in the European theater.
4. The Young Women's Christian Association, Girl Scouts of America and the Campfire Girls representatives sought candidates to fill many positions in their respective organizations.
5. An opportunity to fill out forms for the national roster of recreation personnel was made available.
6. A "Job Mart" afforded agencies an opportunity to place their job opportunities in an open file available to all who attended. On the other hand those who sought positions also placed their qualifications in the open files. This process not only opened the door for a better exchange of placement information but also tended to eliminate many unnecessary interviews.

This total placement effort raises two vital issues. First, the need for intense recruitment and eventual placement is a most serious factor which faces the profession nationwide. Second, the role which colleges, universities and other preparation institutions play, both in the education of new recreation leaders and the re-education of those now employed, may determine to a large extent the gains which the total recreation movement makes in the immediate decade ahead.

Personnel Sessions. Three major sessions dealing directly with personnel combined to help make the 1953 Congress a success.

1. "College Training — Student Field Work." A program, ably chaired by Walter E. Hager, president of Wilson Teachers College, dealt with the i issues involved in field work in w college recreation students now act participate.
2. "Personnel — People, Perform Potential." Dr. Paul F. Douglass his discussion leaders conducted a teresting and rapid-fire discussion. boundless opportunities of recre leaders to make rich contributio society, were continually emphasi
3. "In-service Training—New Met and Materials." The development cently initiated in planning for proved ways of providing in-se training were outlined and discusse the chairman, Garrett Eppley, o Department of Recreation, Ind University, and his discussion lea The joint effort of the park and re tion people was a feature of this portant session.

Personnel Projects — At the Tue morning general session Paul Dou introduced the members of the e tive committee of the National Re tion Association Advisory Comm on Recruitment, Training and P ment of Recreation Personnel. member briefly reviewed the pro his subcommittee made in the past The personnel problems being atta by the sub-committees proved wide varied and of interest to all engage the profession. With the assistanc the committee, the National Recre Association has accomplished the lowing:

1. A recreation student inventory
2. A workshop for the In-service T ing Committee.

DR. HUTCHINSON, *professor of recreation at Teachers College, Columbia University, is vice-chairman of the National Advisory Committee on Recruitment, Training and Placement.*

istribution of fifteen thousand
s of the association's recruiting
t, *Recreation—a New Profession
Changing World.*

plan for a national survey of rec-
on personnel is now under consid-
on.

letter of welcome, sent by Mr.
dergast, to each of 350 students
ving college degrees as recreation
rs.

xhibits, at the Congress, of recre-
-education information.

hree major Congress sessions deal-
vith personnel.

proposed salary study for 1954.

ourteen articles, related to person-
appearing in RECREATION.

A plan, now being set up, for pub-
ng of graduate theses on recreation.

The publishing of a student aid for
ge recreation majors.

*ecruitment, Training and Place-
t Luncheon*—The members of the
onal Advisory Committee on Recruitment, Training and Placement enjoyed a combination luncheon-business meeting. All members who attended were the invited guests of Paul Douglass, chairman of the National Advisary Committee. The meeting included a discussion of many problems relating to personnel which have confronted the National Advisory Committee in the past year. Other related topics also received attention; and the committee approved the "In-service Training" report. This will result in the immediate publication of the document, which should prove of great interest to both recreation and park personnel.

It was the consensus of committee opinion that all further action by the sub-committees should be the result of cooperative action, if possible, with all other groups and agencies that have mutual interests in the problems of personnel. This approach will insure not only a better solution to the problems but also a wider acceptance of the results.

In addition to the above, the other sub-committees made progress reports; the feasibility of a national personnel survey was discussed and the proposal, presented by Paul Douglass, was endorsed by the committee. New business was presented by Mr. Sutherland. The able leadership of Paul Douglass resulted in a stimulating, interesting and compact meeting.

In conclusion, it seems apparent that the various personnel problems have become of prime importance to the recreation profession. It is generally agreed that progress in the immediate years ahead and in the distant future depends upon the degree to which these problems are resolved. The importance of good recreation leadership and competent personnel on all levels cannot be overlooked because the profession can progress only in relation to the people actively engaged in it.

It is sincerely hoped that much more progress will be made by the time of the Congress in 1954 at St. Louis. At that time, this large area of concern will once more be re-evaluated.

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and approval of the non-medical
apy programs at the individual hos-
ls for compliance with standards
policies and for the adequacy of
results produced.

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rable experience in occupational or
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gram, at least one year of which
l have been in an administrative
acity, plus either (1) graduation
n a school of occupational therapy
nine months' internship in clinical
upational therapy, or (2) gradua-
tion from a recognized college or
versity with a major in recreational
ning plus one year of graduate train-
in the same field. Salary range is
16-$6636 per year.

Application blanks and complete in-
nation may be obtained from the
nesota Civil Service Department,
te Office Building, St. Paul 1, Minn.

. . . And Abroad

The American National Red Cross has issued a call for a limited number of qualified young women for clubmobile work in the Far East.

Clubmobile girls will carry on a diversified recreation program. Applicants must be between 23-30 years of age, have a college background, special aptitude for group recreation in such fields as music, dramatics, art and so on. (Supervisory personnel will be selected from experienced Red Cross staff.) Salaries begin at approximately $230 monthly according to the background and experience of the applicant. Travel and maintenance while overseas are furnished. Additional information may be obtained from Personnel Service, American National Red Cross, 18th and D Street, Northwest, Washington 13, D. C.

★

The Army is seeking qualified young women to serve as civilian recreation workers in enlisted men's service clubs in Germany and France. Immediate vacancies exist for Assistant Service Club Directors, GS-5 (entrance salary —$3,410). Young women who are single, college graduates between 24 and 35 years of age, with recreation leadership background, or who have participated in a broad variety of recreational activities may qualify for appointment to these jobs.

The need is urgent. For additional information write Mrs. Marjorie Tibbs Special Services Recruitment Section, OAD, Office of Civilian Personnel, Old Post Office Building, Washington 25, D. C., or Recreation Personnel Service, National Recreation Association.

★

The Air Force has a number of vacancies in the Far East Air Force Service Club Program for Club Directors ($5,060 per year), Program Directors ($3,410 per year), and Recreation Assistants ($3,175 per year). Age: 24-40 years. Duties include operation of Service Clubs and direction of recreational activities for airmen in Japan, Korea, Okinawa, Guam and the Philippine Islands.

Apply at the nearest Air Force Base or forward a Standard Form 57 (available at any U. S. Post Office) to Overseas Employment Coordination Office, Director of Civilian Personnel, Headquarters USAF, Wright Patterson Air Force Base, Dayton, Ohio. For additional information, write Command Service Club Director, Headquarters FEAF, APO 925, c/o Postmaster, San Francisco, California.

People and Events

ARS Officers

The American Recreation Society officers for the coming year are: President—*James S. Stevens, Jr.*, North Carolina Recreation Commission, Raleigh, North Carolina; 1st Vice-President—*Sterling S. Winans*, California Recreation Commission, Sacramento, California; 2nd Vice-President—Mrs. *Verna Rensvold*, Superintendent of Public Recreation, Kansas City Missouri; Secretary—*Miss Pat Abernethy*, U. S. Army Special Services Division, Washington, D. C.; Treasurer—*Harry C. English*, Recreation Department, Washington, D. C.

Citations

In September the ARS also presented to the following persons citations for outstanding service:

Mrs. Rollin Brown, in recognition for many years of volunteer work as member and past president of the Los Angeles Board of Recreation and Park Commissioners, and of the Memorial Coliseum Commission, chairman of the Board of the Metropolitan Welfare Federation, president of the California State Recreation Commission, past president of the California Congress of Parents and Teachers, and 1st Vice-President of the National Congress of Parents and Teachers. Mrs. Brown, earlier this year, was named Los Angeles Mother of the Year (see People and Events, June 1953).

Loyd B. Hathaway, for having served the community of Winston-Salem, North Carolina, for over thirty years as director of health and physical education. In 1934, when the department was organized, he was appointed superintendent of recreation. Mr. Hathaway is well-known in his community, and throughout the country, for his diligence, integrity and broad knowledge of the field of recreation.

Walter Roy, another thirty-year man and director of recreation of the Chicago Park District, has broadened and developed the concept of recreation in that metropolitan area so that leisure-time activities have been made available to people of all ages. Mr. Roy has participated widely in state and national organizations and his progressive thinking, along with the ability to communicate his ideas, has influenced recreation people everywhere.

Recognition

★ An unofficial, but equally valid, citation was proffered in the Milwaukee *Bay View Observer* to the Department of Municipal Recreation and particularly to *Miss Webster*, director of Lewis Field and Beulah Brinton Social Center, and her associates. The open letter appeared in the newspaper in September and was signed by "The Norton Family." It stated the family's gratitude for the department's "clubs and hundreds of activities that have kept our children without an idle day, and how can too much praise be given to any individual, group, organization or city which offers full and happy days to its youngsters and citizens."

★ Another unofficial acknowledgement was recently given in the *East Orange Record* to *Miss Frances H. Haire*, superintendent of recreation in East Orange, New Jersey. Miss Haire was named head of the recreation department in 1925 and, since then, has built a recreation system that well may serve as a "model for many large communities throughout the country."

★ *Staton R. Curtis*, director of recreation in Brunswick, Maine, has been named "the outstanding young man of the year" by the Brunswick Junior Chamber of Commerce. Mr. Curtis secured his master's degree in recreation from Springfield College in 1947. He has received this laudatory award from the Jaycees for his contributio to the expanded recreation program c the Maine community.

★ The *Weiser American*, a weekly a Weiser, Idaho, ran an editorial recentl praising the work of recreation directo *Red Halpern*, his staff and the membe of the city recreation commission. Th recreation program got a vote of ap proval from the Chamber of Commerc Lions and Kiwanis clubs. The new paper article reported that ". . . Wha the civic club members said by thei endorsement was to the effect that th money it cost was worth it . . . and th endorsement was an expression of hop that it would continue."

Regional Conference

The Second Southern Regional Co ference on recreation for the aging to be held at the University of Nort Carolina April 4-7, 1954. Authoritie in the geriatrics and recreation field will be present at the conference, whic will be set up on a workshop basis. Fo details write to Harold D. Meyer, Bo 1139, Chapel Hill, N. C.

The conference on hospital recre tion will take place at Chapel Hill th first week of April 1955.

In Memorium

R. D. Evans, superintendent of re reation in Fort Worth, Texas, die October 15 from a heart attack. A though he had been in poor health sinc last Christmas, at which time he wa in an automobile accident, his deat came as a shock to family and friend city officials and community.

Mr. Evans, a native of Brownwoo Texas, graduated from Howard-Payn College and in 1922 went to Fort Wort where, after two years, he became su perintendent of recreation. He wa responsible for such features as fre dancing and sports instruction, lighte recreation areas, organized and supe vised activities. He started man athletic programs in Texas.

Mr. Evans was a generous contr butor to district conferences in th Southwest and he worked closely wit the National Recreation Association fo many years. We shall all miss R. E Evans and we extend our sympathie to his family and to his associate

Plan NOW for the

1954 Recreation Congress

T. E. Rivers

The National Recreation Congress is a valuable con-ference for anyone interested in recreation. Every recrea-on program, public or private, should be represented—by oard members as well as by professional workers. How any hundred more board and staff workers could have ttended the Philadelphia Congress if adequate plans had een made in time?

If planning starts early enough—before budgets are dopted—and if there is enough conviction that the Con-ress is a valuable conference, it should be possible to over-ome most obstacles to attending the St. Louis Recreation ongress, September 27-October 1, 1954.

Many Congress delegates make formal reports on their eturn home. One such report, dated October 5 this year, ontains such important testimony on the value of the ongress that we want to share it widely in hope that ven more communities and agencies can be represented t St. Louis than were represented, by more than 1,500 elegates, at Philadelphia.

First of all, the report was made immediately following ie Congress to members of the city council, members of the ark and recreation board, and to the city manager. In ie four-and-a-half-page report this community recreation xecutive listed seventeen specific ideas which he had gar-ered at the Congress, and which he intended to do some-ing about. And finally, he listed several other reasons hy it had been worthwhile for the city to be represented the Congress.

"When I mingled with the delegates of that great national onference I quickly realized that I was with the best. his association was a challenge and an inspiration."

He outlined briefly the range of topics discussed, the peakers who addressed the general sessions, and em-hasized the magnitude of the plans Philadelphia is execut-ng in the field of recreation as given by Mayor Clark in is opening address.

He quoted Dr. Sockman, "The most dangerous age of fe is not youth and it is not man's later years, but it is ie middle age. We must provide playgrounds for children nd activities for the aged; but, even more, we should be oncerned about the middle-aged."

He spent some time on the general session Planning for ecreation in the Modern City since his city is "knee-deep" planning, as are many cities.

He referred to Bob Crawford's speech at the close of ie Congress when Philadelphia's deputy commissioner and uperintendent of recreation . . . "made a profound state-ent about the significance of the recreation congress from the point of view of community recreation executives. He stated that it was impossible for any (recreation) depart-ment to live in a vacuum and to receive no outside ideas or inspiration, and I sincerely hope that it will result in a better recreation system in the city of . . . . . ."

Among the seventeen specific ideas he took home, and told about, were a four-day workshop for recreation leaders, per capita costs for playground operation, purposes and ob-jectives for the recreation program, uniforms and emblems for playground workers, a small zoo as part of the nature program, staff meetings with representatives of the press to develop awareness of what is news, several ideas lumped under the heading of in-service training, developing TV programs in the several activity fields, several swimming pool ideas, training for maintenance staff including school custodians, steel bars instead of chains on swings, and three new ideas from exhibitors at the Congress.

This one city got real help because it sent a wide-awake delegate to the Philadelphia Recreation Congress.

It is not too soon for you and your department or agency to begin planning to be represented at St. Louis. If we can help with your planning, let us know.

What they said about the Congress . . .

• • • "I'm thoroughly convinced that the National Recreation Congress is performing a valuable service."—*Board Member*

• • • "To me, it was an inspiring and informative meeting in its entirety. Comments of men and women who are veterans of such meetings indicate this was the best Congress to date."—*Recreation Executive*

• • • "I found this Congress very stimulating and highly inspirational. The multitude of section meetings covered a limitless variety of recreation subjects. The general ses-sions were outstanding."—*Supervisor*

• • • "I would like to say . . . that I was pleasantly surprised at how much I was able to derive from the Recreation Con-gress, which, incidentally, was my first. It has been my experience that too often mass meetings such as this indulge in generalizations and offer very little that is new or practical. This was not the case at the Philadelphia Con-gress."—*Hospital Worker*

• • • "This is the first opportunity I have had to write and tell you how much I enjoyed the Congress. You . . . are to be congratulated for the informative, inspirational and smooth-running Congress."—*National Private Agency Rep-resentative*

• • • "All who had anything to do with the arrangements should feel that it was a job well done. Personally, I feel that I, as a delegate, was more than repaid for the time, money and effort to be there."—*From Canada*

• • • "I think the Congress this year was one of the best. The general sessions were headliners, and I liked the variety of problems represented in the discussion groups." —*A Professor*

IR. T. E. RIVERS *is assistant executive director of the NRA, nd the secretary of the National Recreation Congress.*

MARKET NEWS

Magnifying Glass

A self-focusing glass that magnifies material to double size, the J. B. Sebrell 2X Magnifier Glass is rectangular in shape, made of transparent plastic in varying lengths. This inexpensive product is ideal for map and blueprint reading, craftwork, stamp collecting, and so on. J. B. Sebrell Corporation, 300 South Los Angeles Street, Los Angeles 13, California.

Christmas Decorating Ribbon

The inexpensive Make-A-Chain—Trim-A-Tree Kit contains five colored ribbons and an instruction folder for making all sorts of pretty ribbon ornaments and chains with a twist of the wrist. No paste or glue is needed as this satintone Ribbonette adheres to itself when moistened. Tie-Tie Products (Chicago Printed String Company) 2300 Logan Boulevard, Chicago 47, Illinois.

Greeting Cards in Braille

Wrightson Christopher, general manager of Rust Craft, collects Christmas legends, uses religious and folktale "symbols of happiness" on Christmas greeting cards. He has also created cards that the blind can "see." For a long time a tentative plan, these cards have become a reality this year, as Rust Craft issues the first nationally distributed greeting cards in Braille. Rust Craft Publishers, 1000 Washington Street, Boston 18, Massachusetts.

Leathercraft Kit

A new item in the field of hobbycraft is Fiebing's Dyeing and Refinishing Kit created for the leather craftsman. The kit contains nine basic leather preparations and daubers for the application of richly distinctive colors and finishes for handcrafted leather products. Included in each kit is a special sixteen-page two-color manual, "How to Dye and Refinish Leather." Fiebing Chemical Company, 514 South 2nd Street, Milwaukee 4, Wisconsin.

Craftool Catalog

A comprehensive catalog on ceramic equipment and tools for craftshops, the new Craftool Catalog No. 54 is now available without charge to RECREATION readers. Craftools, Inc., 401 Broadway, New York 13, N. Y.

Plastic Ski

A new plastic ski is a feature of the 1954 Bancroft ski line. Greater strength and self-lubrication are advantages of the black micarta plastic, a Westinghouse development, used on both top and bottom of a laminated hickory core. Mr. S. M. Doak, Bancroft Racket Company, 33 Bayley Street, Pawtucket, Rhode Island.

Masonry Leak Stopper

Flextite, a chemical in liquid form, is used with cement and cement mortars for stopping direct leaks against hydrostatic pressure, and for waterproofing porous walls to eliminate water-seepage effectively and quickly in concrete, masonry or brick. Flexrock Company, 3607 Filbert Street, Philadelphia 4, Pennsylvania.

Fire Retardant Paint

Fyr-Kote, a recently developed decorative, durable, washable flat wall paint is claimed to contain a mass of minute "built in" fire extinguishers which, when exposed to flame, pour out carbon dioxide and calcium chloride to smother the fire and retard the spread of flame right on the surface. Fyre-Kote Company, A Division of Morris Paint & Varnish Company, 27th and Douglas, Omaha, Nebraska.

Junior Trampoline

The Nissen Junior Trampoline is designed for the fundamental skills of trampolining for children up to twelve years of age. Though much smaller than the standard size, it is sturdily constructed and can accommodate adult weights. Nissen Trampoline Company, 200 A Avenue N.W., Cedar Rapids, Iowa.

Steel Chain Nets

Steel chain basketball nets, comparatively new on the market, are guaranteed for three years against shrinkage, stretching, breakage, unravelling, tangling, ripping or cutting. They are made to regulation size for both "no tie" and plain hoops, can be easily installed, and look just like the cloth nets. Jayfro Athletic Supply Company, P. O. Box 1065, New London, Connecticut.

Portable Basketball Backstop

The Wells Portable Basketball Backstop, BR24-P, with extended goal, provides a much needed accessory in "limited use" gym and auditorium space for additional recreation areas. Supplied with either plywood or steel fan-shaped backboard and regulation tieless goal. Wells All-Steel Products, P. O. Box 192, Dept. R, North Hollywood, California.

On the Campus

News Briefs

• The fourth summer Recreation Workshop was concluded at the *University of Colorado* this summer with the largest enrollment to date. Dr. Harold Meyer of North Carolina University; Gerald Burns, formerly executive director of the American Camping Association, and Mildred Scanlon, NRA specialist, constituted the faculty.

• *Wilson College*, Chambersburg, Pennsylvania, held its second annual hockey camp on its own fields during the week of September 14 to 19, with Miss Ethel Grant, an English woman from the Bryn Mawr faculty, as hockey coach. Players met on the field at nine each morning for one period of stick work and technique, followed by an hour of tactics and finishing with an hour of games between class teams. Games between teams made up of players with nearly equal abilities were played every afternoon between two and five. Evening sessions consisted of lectures and hockey films from the U. S. Field Hockey Association.

• Graduate student Raymond Gerald Murphy, the smiling Irishman of *Springfield College*, who has been awarded the Congressional Medal of Honor by President Eisenhower, is a serious college student who won distinction on the Korean battlefield as a second lieutenant in the Marine Corps. Murphy selected Springfield College for his graduate study because of its unique training program in rehabilitation. After he receives his master's degree, he expects to devote his life to working in veterans' hospitals, using his newly acquired skills in helping veterans return to normal and healthy lives through physical and recreational therapy.

• The intramural activities program for students at *Los Angeles State College* for Fall '53, has been conducted under the leadership of recreation majors, with volunteers from the physical education and health groups aiding in the conduct of the program.

Along with the semester program of various sports within the college, several inter-collegiate events have been set up by a new group known as the Southern California Senior Collegiate Intra-murals Recreation Association, organized to promote friendly college competition of the varsity and organized sports level, between and among the various intramural groups of the different colleges involved.

• A master's degree in Recreation Education is being planned to go into effect in the near future, at *State College in Los Angeles*.

Indiana Recreation Societies

The Graduate Recreation Society of Indiana University has elected the following officers for the current year: president, Betty Van der Smissen, Marion, South Dakota; vice-president, John Hug, Davenport, Iowa; secretary, Norma Jean Loveland, Terre Haute, Indiana; treasurer, Michael Kiely, San Mateo, California.

The Undergraduate Recreation Society has elected as president, Barbara Walker, Washington, D. C.; vice-president, Kenneth Badertscher, Fort Wayne, Indiana; secretary, Barbara Patterson, Highland Park, Illinois; historian, Kathryne Strauser, Bloomfield, Indiana.

The major project of the graduate recreation society is the sponsorship of the Audubon Screen Tours. Projects of both societies include development projects on the Bradford Woods Camping, Outdoor Education, and Recreation Area—a 2,200 acre wooded tract operated by the department of recreation—and leadership projects on the campus, local community and nearby communities in the state.

High School Sports Night

An interesting high school sports night was conducted by recreation students from the *University of California*, last spring. This project was the result of coordinated activities by several community groups and the university and reached beyond recreation major students to include the entire Student Association of Health, Physical Education and Recreation. The event, supervised by faculty, included planned activities—swimming, volleyball, table tennis, folk dancing, social dancing and stunts—in the physical education building at UCLA. It was a huge success and has brought community pressure from other schools for similar events during the year. The community is attempting this as a means of controlling youth activities during vacation periods and to do a more adequate job of planning for their needs and interests. The experience which students at the university derive from this provides another opportunity for developing the leadership so vitally needed in the recreation profession.

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Listening and Viewing

Television

● It was decided in the television meeting at the 35th National Recreation Congress that community recreation departments should first decide upon their goals and whom they are trying to reach before planning programs for presentation on TV. In Philadelphia, for instance, the department of education cooperates with the bureau of recreation to provide a program with the following objectives:

1. To interpret the recreation program to the community.
2. To increase family recreation in the home.
3. To increase participation in the local program.

Local "live" TV recreation presentations can be supplemented with motion picture films, camera snaps and slides, used in news broadcasts, breaks and other spots. Recreation directors should seek technical advice from TV studio advisors. A TV channel in Los Angeles held a ten-day training course for community organizations.

Suggested published material that will help local recreation departments in the use of TV:

TV—A New Community Resource, Wells Publishing Company, Leonia, New Jersey. $1.00.

A New Vision for Television, National Citizens Committee for Educational TV, Ring Building, Washington 6, D.C.

Booklets and other information, Joint Committee on Educational TV, 1785 Massachusetts Avenue, N.W., Washington, D.C.

A more complete account of this meeting will appear in the *Congress Proceedings*. Order from NRA. $2.25.

● Over two thousand applications have been made to the FCC for television stations. Largest TV network now has only thirty-eight stations. Immediate developments in TV will probably see many independent stations using kinescope and local program material. Opportunities for promotion of community recreation locally seem to be enormous. The National Recreation Association will shortly start a survey of local TV programs featuring community recreation activities.

Records

● *The Michael Herman Folk Dance Series* is listed, with recent additions, in a new leaflet released by Folk Dancer Records, 108 West 16th Street, New York 11, N. Y. These records, with music played by native musicians, carry instructions for the dances on the album covers. We note, by the way, that included is a collection of Israeli and Jewish Dances, in Album FD 28, list price $5.60. (See "Israel Dances in America," by Therese Meyers, in the June 1953 issue of RECREATION.)

● *Music for Rhythms and Dance.* An album of three ten-inch break-resistant records, this contains thirteen short pieces, recorded with piano at 78 rpm, at list price of $10.00. It is Album No. 4 in the "Freda Miller Records" series, and offers, for the teacher or leader with no special training, tuneful music for use with children—pre-school, elementary, and junior high. An accompanying four-page manual of suggestions indicates a variety of specific uses for the music. Three previously issued albums are primarily for use with high school and college students. Address: Freda D. Miller, 8 Tudor City Place, New York 17, N. Y.

Films, Filmstrips, Slides

● *Silent Night: Story of the Christmas Carol* (1¼ reels, sound, color [$125] or B & W [$62.50] is one of six new films announced by Coronet Films, 62 E. South Water Street, Chicago 1, Illinois. Filmed in Austria, it presents the history of the most famous of all Christmas carols. We see how a poem first composed by a priest reflecting on the beauty of the Christmas season, and later set to music by the village schoolmaster, traveled from the small remote villages of the Alps throughout Europe, and finally to America to become a traditional Christmas song. For children of intermediate and junior high ages.

● *Safety in the Playground.* A 35mm silent slide film in color, twenty-eight frames. Revised, 1951, shows the safe use of swings, slides, jungle gyms, wading pools, baseballs and bats on different areas of the playground, and the responsibility of each child for the safety of others as well as cooperation and the sharing of playground equipment. Write Curriculum Full-Color Filmstrips, Educational Projections, Incorporated, 10 East 40th Street, New York 16, N. Y.

● *Color slides of famous paintings.* For the first time in history, full-color Kodachrome slides have been made of paintings in the world's most famous art galleries. These paintings encompass the entire history and complete development of the Modern Art Movement in all its phases. Many of America's foremost university art departments, art schools and art museums have already purchased these slides for their libraries. Experts have declared them to be faithful to the originals. The slides are 2 by 2 inches, mounted in glass and labeled with the names of the artist and painting. Full information and slides may be obtained by writing VOIR, 22 East Elm Street Chicago 11, Illinois. A typewritten catalog is available free upon request.

What Is *Your* Department Doing?

● *Radio* management is aware of the value of recreation departments' contributions to its program schedule, but the departments *fail to utilize the radio potential in stimulating their own programs.*—Summary of remarks by Mr. Cecil Hoskins, WWNC Station Manager, Asheville, a panel speaker in the radio and television session at the annual North Carolina Recreation Conference last year.

● Radio station KTUC has for several years, as a public service, opened its doors to the *Tucson, Arizona,* recreation department and *Pima County* recreation program for a joint weekly fifteen-minute period. The program has served as a vehicle for bringing recreation news of both departments and of other states and cities to the community, and as a stage for local talent. Spot checking has indicated a surprisingly large listening audience.

● The "Playground Quarter Hour," one of *Hawaii's* oldest continuous radio programs, was granted an additional "quarter hour" by station KGU in honor of its twentieth anniversary last February. Twenty-two talented singers and musicians were presented on the program, including men and women recreation directors and executives, guitar-playing mothers from the housing areas and high school students. Through the efforts of the music supervisor and the hula-music specialists, the program has presented, through the years, qualitative programs of Hawaiian songs.

Books Received

BEGINNINGS: TEACHING ART TO CHILDREN, Minnie McLeish and Ella Moody. Studio Crowell, New York 16. Pp. 96. $4.50.

GOLDEN BOOKS: MY KITTEN, Patsy Scarry; DANNY BEAVER'S SECRET, Patsy Scarry; GINGERBREAD MAN, THE, Nancy Nolte; RABBIT AND HIS FRIENDS, Richard Scarry; SAILOR DOG, THE, Margaret Wise Brown; ROOTIE KAZOOTIE DETECTIVE, Steve Carlin; LITTLE RED CABOOSE, THE, Marian Potter; TENGGREN'S THUMBELINA, Hans Christian Andersen; TENGGREN'S TOPSY TURVEY CIRCUS, Georges Duplaix; BIBLE STORIES OF BOYS AND GIRLS, retold by Jane Werner; THE THREE BILLY GOATS GRUFF AND THE WOLF AND THE KIDS; UNCLE MISTLETOE, told by Jane Werner. Simon and Schuster, Inc., New York 13. Unpaged. $.25 each.

HEALTH AND HUMAN RELATIONS. The Blakiston Co., Inc., 575 Madison Ave., New York 22. Pp. 192. $4.00.

HOW TO DRAW FISHING CRAFT, Stuart E. Beck. Studio Crowell, New York 16. Pp. 63. $1.50.

HOW TO DRAW GARDEN FLOWERS, Margaret Simeon. Studio Crowell, New York 16. Pp. 64. $1.50.

JUNGLE LORE, Jim Corbett. Oxford University Press, 114 Fifth Ave., New York 11. Pp. 172. $2.50.

MAGIC LAKE, THE, Robert Oberreich. J. P. Lippincott Co., East Washington Square, Philadelphia. Pp. 184. $2.75.

MIG O' THE MOOR, Nancy Caffrey. E. P. Dutton & Co., Inc., New York 10. Pp. 158. $2.50.

MODERN VOLLEYBALL, Curtis Ray Emery. The Macmillan Co., New York 11. Pp. 144. $2.95.

MR. FULLBACK, William Campbell Gault. E. P. Dutton & Co., Inc., New York 10. Pp. 187. Cloth, $2.50.

NEW HOPE FOR THE RETARDED, Morris P. and Miriam Pollock. Porter Sargent, 11 Beacon Street, Boston, Mass. Pp. 175. $4.50.

REFINISHING AND DECORATING FURNITURE, R. G. Mould. Studio Crowell, New York 16. Pp. 249. $4.95.

RENEWING OUR CITIES, Miles L. Colean. The Twentieth Century Fund, 330 West 42nd Street. Pp. 181. $2.50.

RETIREMENT HANDBOOK, THE, Joseph C. Buckley. Harper & Brothers, New York 16. Pp. 324. $3.95.

SPORTS IN AMERICAN LIFE, Frederick W. Cozens and Florence S. Stumpf. The University of Chicago Press, 5750 Ellis Ave., Chicago 37. Pp. 366. $5.00.

SQUARE DANCE, THE. Revised and edited by Lawrence Bol. The Best Ford Co., 6054 West Peterson Ave., Chicago 30. Pp. 288. $2.95 plus $.20 postage.

STORY OF MINOR LEAGUE BASEBALL, THE. The National Assoc. of Professional Baseball Leagues, 720 East Broad Street, Columbus 15, Ohio. Pp. 744. $5.00.

TAKE THE GUESS WORK OUT OF POOL PLANNING. Hoffman-Harris, Inc., 425 Fourth Ave., New York 16. Pp. 64. $5.00.

WAY OF WOOD ENGRAVING, THE, Dorothea Braby. Studio Crowell, New York 16. Pp. 95. $4.50.

WHILE THE CROWD CHEERS! David C. Cooke. E. P. Dutton & Co., Inc., New York 10. Pp. 186. $2.50.

WHO'S AFRAID OF THUNDER, Howard E. Sandman. Sterling Publishing Co., New York 16. Pp. 61. $2.00.

WORLD BENEATH THE SEA, THE, Otis Barton. Thomas Y. Crowell Co., New York 16. Pp. 246. $3.50.

Pamphlets

ALL YOU NEED TO KNOW ABOUT FISHING, HUNTING AND CAMPING, Byron Dalrymple. Pocket Books, Inc., 630 Fifth Avenue, New York 20. Pp. 375. $.25.

EDUCATION FOR SELF-UNDERSTANDING. Arthur T. Jersild, Kenneth Helfant and Associates. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 54. $.85.

FREE AND INEXPENSIVE MATERIALS FOR CONSERVATION EDUCATION, Muriel Beuschlein. Dr. Richard L. Weaver, P.O. Box 2073, Ann Arbor, Mich. Pp. 14. $.10.

GUIDING CHILDREN IN SCHOOL AND OUT. Association for Childhood Education, 1200 Fifteenth Street, NW., Washington 5, D. C. Pp. 36. $.50.

GUIDE TO THE OPERATION OF GROUP DAY CARE PROGRAMS. Child Welfare League of America, 24 West 40th Street, New York 18. Pp. 70. $1.00.

HEALTH AND HUMAN RELATIONS IN GERMANY. The Josiah Macy, Jr., Foundation, 565 Park Avenue, New York 21. Pp. 207. $1.00.

HEALTH AND WELFARE SELF STUDY, NEW HAVEN AREA. Council of Social Agencies, 397 Temple Street, New Haven 10, Conn. Pp. 75. $1.50.

HOW TO DRAW ANIMALS, Charles Lidel. Greenberg, 201 East 57th Street, New York 22. Pp. 64. $1.00.

HOW TO DRAW AND PAINT, Alexander Z. Kruse. Barnes & Noble, Inc., New York 3. Pp. 136. $1.00.

MIRACLES EVERY OTHER TUESDAY. Community Chest and Councils of America, Inc., 345 East 46th Street, New York 17. Pp. 47. $.50.

OFFICIAL AQUATICS, WINTER SPORTS AND OUTING ACTIVITIES GUIDE, July 1953-July 1955. Pp. 160. $.75. OFFICIAL BASKETBALL GUIDE, September 1953-54. Pp. 160. $.50. OFFICIAL BASKETBALL RULES FOR GIRLS AND WOMEN. (Reprint) Pp. 35. $.25. OFFICIAL RECREATIONAL GAMES AND VOLLEY BALL GUIDE, July 1953-54. Pp. 136. $.75. STANDARDS IN SPORTS FOR GIRLS AND WOMEN. Pp. 57. $.75. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C.

OPERATING MANUAL FOR SWIMMING POOLS. 1952 EDITION. The Refinite Corp., Omaha, Nebraska. Pp. 120. Free.

PLAYS AND ENTERTAINMENTS. Eldridge Publishing Co., Franklin, Ohio. Pp. 144. Free.

REPORTING ON THE GROWTH OF CHILDREN. Association for Childhood Education, Washington 5, D. C. Pp. 47. $.75.

SERVICE DIRECTORY OF NATIONAL ORGANIZATIONS, 1953. National Social Welfare Assembly, Inc., 1790 Broadway, New York 19. Pp. 103. $1.25.

STEPMOTHERS CAN BE NICE! Helen Steers Burgess. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. $.25.

Magazines

CHILDREN'S PLAYCRAFT. Parents' Institute, Inc., 52 Vanderbilt Avenue, New York 17. Bi-monthly, $.35 each, subscription $3.00 for ten issues.

JACK AND JILL. The Curtis Publishing Co., Independence Square, Philadelphia 5. Pp. 68. Monthly, $.25 each, subscription $2.50 a year.

new Publications

Covering the Leisure-time Field

Recreation in the American Community

Howard G. Danford. Harper and Brothers, New York 16. Pp. 464. $5.00.

Recreation in the American Community is a thoughtful discussion of many of the major policies and practices of local public recreation activities. It includes also practical, useful information on the administration of local services. Although the presentation reflects somewhat the special experience of the author in public recreation administration under public education authorities, it contains a wealth of material of value to all who are interested in the best possible public recreation services at the community level.

The book is an effective combination of sound philosophy and practical administration and should be stimulating and valuable reading for the experienced worker as well as the student and the newcomer to the field. Dr. Danford is to be congratulated particularly on the emphasis throughout the book on the need for quality in recreation services and for quality of recreation experience on the part of the participating public.—*Arthur Williams*, Assitant Executive Director, National Recreation Association.

Community Organization for Neighborhood Development —Past and Present

Sidney Dillick. The Woman's Press, 425 Fourth Avenue, New York 16. Pp. 198. $4.00.

Dr. Dillick's book should be required reading for all administrative and supervisory workers in recreational agencies, both governmental and voluntary. It belongs on the reading list of all professional schools and departments for the training of recreation workers and of social workers.

It brings together in readable form sympathetic descriptions of a wide variety of social movements, large and small. The criteria of selection is their relation to neighborhood and district development in urban communities. The reader feels that the author really understood what the founders of these movements were trying to do. So often descriptions of movements and organizations reveal the describer's feeling about them more faithfully than they convey the emotional and intellectual motives of the founders. It is not so in this book.

The book is readable both because of its relatively non-technical language, and succinctness.

It would have been helpful if Dr. Dillick had elaborated just a little on his definitions of "neighborhood" and "district," page 21. Neighborhood in its specific sense should be used to denote an area within which most of the needs of pre-adolescent children are met. His "rule of thumb" definition of it as "a relatively small area such as that served by an elementary school" is a convenient one and is true more often than not. A neighborhood will have in it those institutions which are most immediately necessary to family life—a grocery store, a drug store, a "cleaner and presser," and often a parish church. It is the neighborhood which provides the environment which so vitally affects children and family life. A district is an area within which most of the needs of all members of the family are met. True, the father and perhaps the mother may be employed outside of the district, but the high school, the play field, and other institutions serving young people and adults are available within its borders.

While Dr. Dillick acknowledges the accuracy and validity of these definitions and writes frequently of organizations at the "neighborhood and district" level, he neverthless drops equally frequently into the common habit of referring to both and even larger areas as "neighborhood." There are differences between community organizations at the neighborhood level and at the district level. The district has enough organizations to provide a delegate type of council; many neighborhoods, perhaps most neighborhoods do not. Organizations calling themselves neighborhood councils are very often associations of citizens interested in particular local problems. It would be helpful if Dr. Dillick had been more consistent and accurate in his use of the word neighborhood.

Of special interest to recreation workers are descriptions of councils which accepted the fallacy that juvenile delinquency is prevented by recreation programs. There are also several illustrations of the difficulties encountered when councils established primarily for coordination and planning became involved extensively in providing recreational or social services. The observation that one or the other task suffers in the attempt to carry both should surprise no one.

On the other hand, there are several references to the inappropriateness of "direct service agencies" becoming the sponsor of an inter-organizational planning council at the district level. One is tempted to ask "Why?" even though in a well-organized community the point made in the book is valid. Does the mere fact that an agency, such as a community center, either governmental or voluntary, provides recreational services to a community render it unfit to provide staff service to a district council? The argument has been advanced that it has equal status with other agencies which would be participating in the council and therefore could not accept any "over-all" responsibility.

Another question with which Dr. Dillick could not deal in a book of this size is this: Do *all* districts need professional staff service in order to develop an effective district council?

The glory of a free society, such as ours, is that the individual with imagination, vision, energy and know-how in community relations will continue to "spark" community organization at the neighborhood and district level. Let no district or neighborhood turn away from qualified leaders because they don't represent what someone considers to be the "proper auspices."—*John McDowell*, Executive Director, National Federation of Settlements and Neighborhood Centers.

Recreation

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	State of Vermont December 7-11	Mrs. Theresa S. Brungardt, Vermont Director of Recreation, Montpelier
	Greenville, South Carolina January 11-14	H. F. A. Lange, Superintendent of Parks and Recreation, 16 Park Avenue
	Cleveland, Tennessee January 18-21	Warren F. Magee, General Secretary, Young Men's Christian Association, 363 Spring
	Cleveland, Ohio February 15-18	Henry B. Ollendorff, Executive Director, The Neighborhood Settlement Association, 3754 Woodland Avenue
ANNE LIVINGSTON Social Recreation	Portales, New Mexico November 30-December 3	Joseph F. Dickson, Chairman of the Division of Health and Physical Education, Eastern New Mexico University
	Sumter, South Carolina December 8-11	Harry R. Bryan, City Recreation Director, Recreation Department
	State of North Carolina January 25-February 11	Miss Virginia Gregory, North Carolina Recreation Commission, 134 Education Building Annex, Raleigh
MILDRED SCANLON Social Recreation	Greenville, Pennsylvania January 11-14	Dunham V. Reinig, Director, Riverside Recreation Center
	State of Florida February 1-25	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
FRANK A. STAPLES Arts and Crafts	Rochester, New York December 9-11	Rex M. Johnson, Secretary, Character Building Division, 70 North Water Street, Council of Social Agencies, Inc.
	Pacific Southwest District February 15-March 30	Lynn S. Rodney, District Representative, National Recreation Association, 606 S. Hill Street, Room 1009, Los Angeles, California
GRACE WALKER Creative Recreation	Wadesboro, North Carolina December 7-10	Mrs. Dorothy P. Goodson, Supervisor, Anson County Negro Schools, Box 425

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

Although it would appear that there are open dates on the above schedules there are none in January and February except on Miss Walker's schedule. In fact, most schedules are now full until Easter. Requests for service in Spring or later should be forwarded as soon as possible to NRA headquarters in New York.

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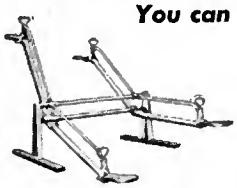

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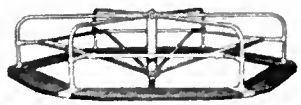

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JANUARY, 1954

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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On the Cover

The Carnegie Endowment International Center, which houses the new office of the International Service of the National Recreation Association. Significantly, this faces the United Nations, on U.N. Plaza in New York, and looks out over the East River—busy channel of foreign trade. For further details, see the editorial in this issue, by Joseph E. Johnson, president of the Carnegie Endowment for International Peace, and Joseph Prendergast's article on page 8.

Next Month

We present the first of a series of three talks by top planning experts on *Planning for the Modern City*—from one of the best meetings at the 35th National Recreation Congress. Hugh Pomeroy, author of the February article, is director of the Westchester County Planning Commission, New York, and planning instructor at Columbia University. *Recreation in the Educational Process,* by Paul Douglass and John L. Hutchinson, deals with on-campus leisure. Among other articles: a story of recreation developments in Providence, Rhode Island; articles on hospital recreation, recreation for the aging, model-plane programs, recreation for pre-school children, dancing, and others.

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NATIONAL RECREATION ASSOCIATION

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JOSEPH PRENDERGAST, *Executive Director*

The following national advisory committee of the National Recreation Association has been set up to strengthen personnel work in the recreation field through the cooperation of the association and recreation executives and leaders throughout the country, bringing about an alertness not only to local needs but to the needs of the recreation profession and to the best use of the association's resources and services.

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Things You Should Know . .

▶ WITH THIS ISSUE, the new subscription price for RECREATION goes into effect. (See RECREATION, October, 1953, page 264.) All persons entering a subscription after December 31, 1953 will pay $4.00 per year; $7.25 two years; $3.70 library subscriptions; $3.50 club subscriptions. Steadily rising production costs have made this slight increase an absolute *must*. However, membership in the National Recreation Association still includes, among other benefits, a free subscription to the magazine.

▶ A RUMOR WAS STARTED at the Philadelphia Recreation Congress, which created considerable confusion among delegates, the implication being that the federal government is reclassifying recreation as a trade. Investigation in Washington has brought forth the following report:

"No change in classifications of recreation workers has been made since February 1951, and no immediate change is contemplated. The 'United States Civil Service Commission, Class Specifications, Recreation Series GS-188-0,' dated February 1951, describes all federal recreation positions from the lowest to the highest. GS means General Schedule—which includes many other types of federal positions. The salaries range from $2,500 to $14,800.

"Prior to the adoption of the schedule referred to above, there were several other schedules which were abolished. One of those abolished was 'P', meaning 'Professional.' GS now includes many positions ordinarily considered 'Professional,' such as those of: architects, physicists, social psychologists, engineers, librarians, teachers, and ministers. Apparently, GS also includes some positions that may be considered trades."

▶ A DIRECTORY OF CALIFORNIA RECREATION ADMINISTRATORS AND COMMISSION CHAIRMEN for recreation departments and agencies in that state, with addresses and phone numbers included, has been published by the California Recreation Commission as of October 1953. Also listed are state recreation officials, directors of undergraduate or graduate major curricula in California colleges and universities and California officials of federal agencies and voluntary service organizations, national and state.

▶ PRINTED COPIES OF HEARINGS CONDUCTED on general revision of the Internal Revenue Code by the Committee on Ways and Means of the House of Representatives this summer are available from your congressman. Ask for Hearing Before the Committee on Ways and Means, House of Representatives, 83rd Congress on Topics Pertaining to the General Revision of the Internal Revenue Code, Part 4 (Topic 40). Ninety-three pages of the 545-page document are concerned with revisions in the federal admissions tax. Ten of these pages are devoted to a statement by Joseph Prendergast urging a revision in the law to correct inequities, an analysis of the law as it affects community recreation agencies and a digest of the letters from recreation executives to the National Recreation Association explaining how the present law adversely affects their community recreation program.

▶ HELPFUL TO AGENCIES RESPONSIBLE FOR RECREATION FIELD WORK OF STUDENTS is a mimeographed "Guide for the Initiation, Supervision and Evaluation of Field Experiences in Recreation" prepared by J. Bertram Kessel. This is available from the AAHPER, 1201 16th Street, Northwest, Washington 6, D. C., at thirty-five cents per copy.

Errata

• The first sentence of paragraph three, Howard G. Danford's editorial, *My Philosophy of Recreation*, page 389 in the December 1953 issue of RECREATION, should read: "Many of the values we consider important have their origin in the nature and meaning of democracy which, in turn, derives many of its concepts *from Christian ethics*."

• The last sentence of *Outdoor Artificial Ice Rinks—in Toronto*, pages 346 to 348 in our November 1953 issue, should read: "The cost of the take-up rink is about $1.50 per square foot *less than the concrete slab type of rink*." Mr. Meadows writes: "The estimated cost of a take-up rink runs from $3.50 per square foot to about $5.00 per square foot, depending upon the length of season and to what extent water supply, sewerage, fencing, floodlights, and buildings, have to be included with the project."

Conference On Resources For The Future

The importance of recreation in the over-all economy of our country was highlighted at the White House Conference on Resources for the Future, held in Washington, December 2 to 4. This theme was introduced early in the large meeting with the reading of a paper entitled, "A Mid-Century Look at Our Resources," prepared by the Brookings Institution. It stated, in part:

"The extent to which American standards of living will continue to be measured in material terms rather than in cultural activities is one of the areas of study to which the efforts of the social scientists need to be directed . . .

"Will rising standards of living in the future require a greatly increased use of materials, or will education, medical care, recreation, the arts and leisure time become relatively more important after adequate physical standards of comfort and convenience become general?"

The park and recreation field was well represented at the conference; and the concern of recreation leaders, for the preservation and development of our natural resources for recreation and leisure-time purposes was registered by them in the records of many of the sessions. Among those attending were Joseph Prendergast, NRA; George Butler, NRA; George Dickie, Executive Secretary, Federal Interagency Committee on Recreation; E. Dana Caulkins, Superintendent of Recreation, White Plains, New York; V. W. Flickinger, President, National Conference of State Parks, Chief, Division of Parks, Columbus, Ohio; R. B. McClintock, Superintendent of Recreation, Omaha, Nebraska; Mrs. Theresa S. Brungardt, Director, State Board of Recreation, Montpelier, Vermont; Robert W. Crawford, Deputy Commissioner and Superintendent of Recreation, Philadelphia, Pennsylvania; George T. Sargisson, Executive Director, Recreation Promotion Service, Wilmington, Delaware; R. R. Murphy, President American Institute of Park Executives, and Superintendent of Parks, Oklahoma City, Oklahoma.

Editorial

To Help Brothers Dwell in Unity

Joseph E. Johnson

From all appearances, the Carnegie Endowment International Center, which you see on the cover of this issue of RECREATION, could be a new office building in any part of the country, for the construction gives no clue to its unusual character. However, this building, which was erected by the Carnegie Endowment for International Peace, has two specific distinctions: it is the first to be erected near the United Nations to bring organizations concerned with human welfare and world affairs in closer proximity to the international organization for a more effective relationship, and it houses the largest number of such organizations—thirty-eight—ever to be under one roof. Both facts, I think, indicate an important milestone in the history of international cooperation.

In addition to providing facilities for the administrative offices of these national and international agencies, the Center offers a series of public rooms which can be used individually or as a unit by organizations sponsoring events on world affairs. The atmosphere is not that of the Grand Hotel, as it may sound, but rather one which reflects the fact that the Center is planned and used for conferences and special programs which make the building a focal point for organizations and individuals from every part of the free world to exchange ideas and information pertinent to their mutual goals.

For example, highlighting the events held recently was a conference of Institute of World Affairs leaders from nineteen countries, convening under the sponsorship of the Carnegie Endowment for International Peace, the Foreign Policy Association, Woodrow Wilson Foundation and World Peace Foundation to examine mutual problems, particularly in relation to the United Nations. During the two-week conference, the delegates paid frequent visits to the United Nations, and in turn, officials of the United Nations sat in on the discussions and spoke about the intricate workings and problems of the General Assembly and Specialized Agencies.

Another highlight was the Philippine Cultural Exhibition of painting, handicrafts, folk music and dancing, as well as films and lectures on the life of the Filipinos. In one month, over 4,500 persons saw the exhibition which was sponsored by the Philippine Mission to the United Nations in cooperation with the Philippine Art Gallery and Filipino artists in New York.

One late September afternoon, the thirty-eight organizations in the building held Open House, so that the eight hundred staff members, as well as invited guests, could become better acquainted with the personnel and problems of agencies other than their own. The Open House brought the participants one step closer to realizing the tremendous opportunities for accomplishment which lie in keeping informed about the work of allied groups and making an effort to work together. The funds of non-profit organizations such as these are limited. Therefore, the programs are often modest; but with unity, their effectiveness can be strengthened in a way that will be felt in all the remote parts of the world to which their work extends.

Consequently, the new Center not only has significance for the people who work and convene there, but also for the millions of persons whose lives are touched by the efforts of these organizations. But a new twelve-story building alone is not enough to make them successful. They, and scores of others like them, as well as the United Nations, need your help.

National and international leaders are becoming ever more aware of the importance of public opinion in shaping foreign policy. This recognition of the importance of the voice of the people increases their responsibilities. It is to the interest of every person, young or old, not only to keep informed on current events and elect the representatives most suited to meet the challenging crises, but also to take an active hand in keeping his neighbor informed and helping him make a contribution toward overcoming the many obstacles in the road to international peace and understanding.

Our neighbors are many. Technological achievements of the twentieth century have placed us within a few hours of any part of the world. We must, therefore, learn to live together harmoniously lest we drift into differences which may unnecessarily explode into another war and its resulting devastation.

In our present age of mass communication, when there is more information about more subjects poured into more newspapers, magazines, movies and broadcasts than any one human being can possibly absorb, we tend to become jaded at the sight and sound of oft-repeated phrases and frequently feel that since the words are worn, so is the subject.

We must fight continually against being drugged with platitudes and strive

MR. JOHNSON *is president of Carnegie Endowment for International Peace.*

for a sharper focus on issues at stake. Apathy is a costly and treacherous indulgence which has in a measure been the cause of rough waters for the United Nations in the past few years. The public's great enthusiasm for the organization eight years ago, waned when it was evident that it would not operate like a beautiful new machine. Its fair-weather friends lost interest, failing to look more closely and thereby realize that "the price of peace is eternal negotiation."

Secretary General Hammarskjold recently put the situation very well when he said: "On the seas we sail we have to face all the storms and stresses created by the ideological, economic and social conditions of our world. Aboard this new Santa Maria we have to meet the impatience of those sailors who expect land on the horizon tomorrow, also the cynicism or sense of futility of those who would give up and leave us drifting impotently. On the shores we have all those who are against the whole expedition, who seem to take a special delight in blaming the storms on the ship instead of the weather."

It is true that the United Nations is not a perfect instrument and its ardent friends do it a disservice when they claim perfection for it. When reviewed in relation to the history of the development of international organization, however, the United Nations has made remarkable strides.

The fact that thirty-four years after the Paris Peace Conference of 1919 there has been in existence for eight years an international organization composed of sixty member nations—which, among many other accomplishments, is the first such organization in history to stop an aggressor which had attacked a small, defenseless country—is enough to give heart to those who are sincerely striving for a lasting peace.

In addition, the specialized agencies of the United Nations have a record of outstanding achievement. For example, technical assistance has been given to over ninety countries and territories. More than 561 experts on food and agriculture have been sent out to increase production and distribution and raise levels of nutrition. The World Health Organization has given penicillin treatment to almost two million persons, fought malaria around the world, stopped a cholera plague, and set up anti-TB stations; and the International Bank for Reconstruction and Development has lent more than $1,500,000,000 to twenty-eight countries.

For non-governmental organizations like those in the Carnegie Endowment International Center, which are concerned with the development of world peace and understanding, the United Nations has several constructive channels into which they can direct their energies. These organizations, in turn, help citizens channel their own individual and group efforts. In the International Center alone there are many such agencies.

The opportunities for service are particularly rich in the world today. The sooner each man and woman accepts the challenge to help, in the shaping of the world into a better place for all men to live, the sooner we will realize "how good and pleasant it is when brothers dwell in unity."

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The International Recreation Service and the United Nations

Joseph Prendergast

LOOKING out over United Nations Plaza in New York, and facing the dramatically striking buildings of the U.N.—monument to man's quest for international peace—stands the Carnegie Endowment International Center which houses the new office of the International Recreation Service of the National Recreation Association. Only non-profit organizations interested in international affairs and human welfare are housed here. [See the photograph on our cover and the Editorial in this issue.] You are all cordially invited to visit the office on your next trip to New York.

In the October, 1952, issue of RECREATION, I had the opportunity of reviewing the Association's long-term interest in recreation throughout the world and of formally announcing the establishment of its International Recreation Service to make possible an interchange of the knowledge and experience, the help and the advice of recreation leaders, organizations and agencies in all the countries of the world; and to help bring together the recreation forces of the world to promote a richer, more abundant leisure life for all.

The work of the International Recreation Service is headed by Thomas E. Rivers, assistant executive director of the National Recreation Association, and is being guided by the advice of two committees. One is a National Advisory Committee, made up of recreation leaders who have had experience and a special interest in international recreation, with Austin E. Welch as its chairman, Tom Lantz and Harold Meyer as its vice-chairmen and T. E. Rivers as its secretary. Later, an International Advisory Committee made up of outstanding lay and professional recreation leaders from various countries of the world will be appointed. It is hoped to hold an International Recreation Congress, similar to the one held in 1932 in Los Angeles, in the near future.

A year's successful experience is now behind us and I would like to report on what has already transpired and on our plans for the future. This first article is concerned with the present and future relations between the International Recreation Service and the United Nations. Later articles in RECREATION will deal with the Service's relationship with private agencies, national, regional and world-wide, concerned with the international aspects of recreation and with similar national and regional governmental agencies.

The United Nations and Recreation

The Preamble of the Charter of the United Nations states that: "We the Peoples of the United Nations determined . . . to promote social progress and better standards of living in larger freedom, and for these ends . . . to employ international machinery for the promotion of the economic and social advancement of all peoples, have resolved to combine our efforts to this end."

Article I of the Charter lists the four purposes for which the United Nations Organization was established, the third being " . . . to achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character." The fourth purpose is " . . . to be a center for harmonizing the actions of nations in the attainment of these common ends."

At the very ontset, the United Nations was faced with a fundamental problem: It had no agreed definition of the term "social," nor even any guidance as to the sense in which it was employed in the Charter. The first task in the social field, therefore, was to frame such a definition, which would in effect outline for the United Nations its proper sphere of activity.

At the first session, the Economic and Social Council appointed a temporary Social Commission to act as a special advisory body to it in determining the status of international organizations

J. Prendergast, r, and T. E. Rivers in Association's new international office.

MR. PRENDERGAST *is the executive director of the National Recreation Association.*

social field, with particular refer-
ce to the proper future function of
United Nations in it.

In framing a definition for the word
ocial" as used in the Charter, the
mmission came to the conclusion
t its future social policy must be
ncerned with the life of the whole
mmunity and not only with particular
tions of it, and that its object should
to insure for all a satisfactory stand-
l of living.

By way of defining the specific con-
ns of this policy, the Commission
dertook to analyze those elements
ich make up the standard of living
l in respect of which that standard is
uged—namely, food and nutrition,
thing, housing, health and medical
e, employment and *recreation*.

The Commission also included among
proper concerns of a comprehensive
ial policy such matters as social
vices for special groups within the
mmunity (e.g., children, the aged
l the handicapped), the prevention
crime and treatment of offenders, as
ll as the special problems of under-
veloped areas.

Having outlined a general policy, the
mmission consulted with the Spe-
lized Agencies of the United Nations
ving an interest in the social field
h as the International Labor Office
LO), the Food and Agriculture Or-
nization (FAO), the World Health
ganization (WHO), and the United
tions Educational, Scientific and
ltural Organization (UNESCO), to
termine which functions or services
those areas were already being per-
formed by them so that overlapping of their activities with those of the United Nations might be avoided.

As a result of this consultation the Commission recommended close cooperation with the Specialized Agencies as being essential to the success of the United Nations activity in the social field, and recommended that the United Nations assume direct responsibility itself for any social activities not falling within the scope of the Specialized Agencies.

The major fields of social activity falling within the competence of the United Nations itself are those pertaining to (a) the advisory social welfare services, (b) family and child welfare, (c) the prevention of crime and treatment of offenders, (d) rehabilitation of the handicapped, (e) community organization and development, and (f) housing and town and country planning. The United Nations activities in these fields have been progressively concentrated within the framework of a closely coordinated United Nations program of direct assistance to governments, implemented in cooperation with the Specialized Agencies and interested non-governmental organizations.

The actual carrying out of the activities of the United Nations and the Specialized Agencies in the social field, so far as we in the field of recreation are concerned, has been the responsibility of (1) the Secretariat of the United Nations through its Technical Assistance Administration, the Social Welfare Division of the Department of Social Affairs and the United Nations International Children's Emergency Fund, (2) the International Labor Office, (3) the Food and Agriculture Organization, (4) the World Health Organization and (5) the United Nations Educational, Scientific and Cultural Organization. It is, therefore, with and through these agencies that the International Recreation Service of the National Recreation Association is working to promote and serve the world recreation movement.

The United Nations provides assistance to governments in the social field at their request. This is provided in three general ways:

1) *Expert Advice*

Expert advice is furnished to governments in the fields of social welfare, economic development, and public administration. Major subjects dealt with include, in the economic fields, the use of natural resources; in the public administration field, the organization and coordination of central and local administrative services; and in the social field, community effort and services, housing and town planning, rehabilitation of the handicapped, social welfare training, and welfare services. In 1952, thirty governments asked for the help of experts.

2) *Fellowships and Scholarships*

Fellowships and scholarships are provided. The purpose of fellowships is to enable governments to send suitable, qualified senior personnel to countries where appropriate facilities exist for observation, higher training or advanced study of a kind which would promote the economic development of the public administration or the social development of the country of the fellowship holder on his return home.

The purpose of the scholarship is to enable governments to send their most promising junior technical personnel or members of their civil service to study abroad in technical training institutes, universities or other institutes of higher learning providing training in fields important in the development of recipient countries.

In 1952, the United Nations received 1,680 nominations for fellowships and scholarships for 1952 and 1953 from sixty governments. During 1952, 729 fellows and scholars went into the field; of these, 280 studied in the field of social welfare, 153 in the field of public administration and 296 observed and studied in the field of economic development.

3) *Conferences, Seminars, Training Centers, Demonstration Projects and Technical Information*

The exchange of information among, and group training of, administrative, technical and professional personnel in various aspects of social welfare, public administration and economic development form an important part of the technical assistance program.

Group training methods are used for

personnel from one or several countries. The exchange and dissemination of technical information is promoted through the organization of regional conferences, seminars or small groups of experts. Such group activities have included during 1952 seven seminars on social welfare and two training and demonstration centers in social welfare. Plans for 1953 included two conferences on social welfare and one training and demonstration center in social welfare.

Technical literature, films and equipment are supplied in connection with training programs and development projects; and the United Nations Secretariat's Technical Assistance Administration also serves as a clearing-house for booklets, bibliographies and other technical information relating to social development.

International Recreation Service

In assisting the United Nations to carry out the recreation aspects of the programs of assistance to national governments, as outlined above, the International Recreation Service is working closely with the Technical Assistance Administration and the Division of Social Welfare of the Department of Social Affairs of the United Nations Secretariat.

The Service is also working closely with UNICEF which was brought into being in 1946 to meet the emergency needs of children, particularly in the war-devastated countries, and at the same time, to further child health purposes generally. The aid in all instances is used to fill the need in such a manner as to reach the largest possible number of children in ways that will be of lasting benefit to the whole structure of child health and welfare services within the assisted countries.

The International Recreation Service is also working closely with such Specialized Agencies as the ILO, the FAO, the WHO and the UNESCO so far as those agencies may be concerned with one or more phases of recreation.

For example, the ILO which was established in 1919 is the international agency concerned with international labor matters. In 1944, the International Labor Conference, the ILO's governing body, adopted a resolution which declared, among other things, the obligation of the ILO to further among the nations of the world programs to achieve a series of social objectives, including adequate recreation.

In this connection it should be noted that John G. Winant, former governor of New Hampshire who served for several years as head of the ILO, was a long-time member of the board of directors and first vice-president of the National Recreation Association. It should also be noted that George D. Butler, director of the association's research department, replaced the late Howard Braucher as a member of the ILO's Correspondence Committee on Recreation and that Dr. Harold Meyer, professor of sociology at the University of North Carolina and an active associate member of the association, served as the chairman of the committee at its meeting in Geneva in November 1949. Two reports have been issued by the ILO, one of which reviewed the activities of the ILO in the field of workers' recreation and the other dealt with facilities for young workers' leisure and holidays.

So far as any of the work of the ILO concerns any phase of recreation the Association's International Recreation Service will assist in every way possible.

The FAO, founded in 1945, is concerned with bettering the conditions of rural people and helping nations raise the standard of living. It collects basic information and makes it available in useful form, publishing yearbooks and periodicals and preparing special studies, and it gives technical assistance to member countries requesting it.

Since the association believes that the provision of a sufficient number of the proper kind of recreation opportunities would help to better the conditions of rural people, the International Recreation Service is assisting the FAO in every way possible with reference to rural recreation matters.

The WHO works for the "attainment by all people of the highest possible level of health." Established in 1948, its Constitution declares that by "health" is meant "a state of complete physical, mental and social well-being and not merely the absence of disease or inferiority." Special attention is giv to the health needs of children, t development of preventive men health work and the provision services for occupational health a medical rehabilitation. Because of belief that recreation can make a gre contribution to both the physical a mental health of the people of the wor the Association's new service is c operating closely with WHO.

UNESCO's constitution states th the purpose of the organization "is contribute to peace and security by pr moting collaboration among the n tions through education, science a culture in order to further univers respect for justice, for the rule of l and for the human rights and fund mental freedoms which are affirm for the peoples of the world, witho distinction of race, sex, language religion, by the Charter of the Unit Nations."

In the field of education, UNESC is giving special emphasis to what called fundamental education. In t social sciences, it seeks to apply scie tific knowledge to human relationshi

UNESCO's program of cultural a tivities seeks to create favorable co ditions for intellectual cooperati among artists, musicians, philosophe and men of letters. Its Department Exchange of Persons provides inform tion on world-wide opportunities f study, travel and work abroad for ed cational purposes. It also administe a number of fellowships. One of t dominant features of all its works the emphasis placed on the free int change between nations of ideas, expe ences and cultures. The task of stim lating a flow of knowledge and intere between nations is being tackled in number of ways.

Since we believe that the recreati movement can make a unique a valuable contribution to world pea and international understanding t International Recreation Associati will be working closely with UNESC as it does with the other specializ agencies and the United Nations itse "to promote social progress and bett standards of living in larger freedom Your support and cooperation in th endeavor is most earnestly solicite

Editorially Speaking

Young Adults Issue

A special emphasis in this issue of ECREATION is dedicated to the subject f "young adults." The term, as used ere, covers young people in their venties and thirties, and includes een-agers as well. Because program ggestions, for the former groups parcularly, do not seem to be readily ailable, we hope that this issue will ove to be a helpful resource in future anning. If you of our readers, from hom we have not heard, have further od ideas and successful program exeriences with these age-groups which ffer from those presented in these ges, RECREATION magazine will apeciate hearing from you. We would pleased indeed if your contributions uld make possible a series of good ticles or letters on this subject roughout the coming year.

Co-Recreation a Preventative

According to Paul Cieruzo, director intramural sports at the University of hode Island, "co-recreation," a term ought into intramural terminology include both sexes, may offer a solun to the increasing divorce rate in e United States. "Divorce and mari- statistics prove the need for men d women to learn to play together," told representatives of ten colleges d universities gathered together for eir annual convention. He considers e leader of the intramural program the key to the program. He said, here is a need for a live, dynamic dividual who has a sincere appreciaon of work to be done in this field. e desk administrator from nine to e is out of place here."

Girls Are Welcome

The "Men Only" sign is down at the oung Men's Christian Association. ifford M. Carey, of New York, editor the YMCA Yearbook, told the orization's national council at its enty-seventh annual meeting that 15 r cent of the YMCA membership now nsists of the fair sex. Girl memberip in the YMCA has increased 10.7 r cent since 1950, while general MCA membership has gone up 1.9 per nt. And this letting in of female mems has worked out right well. Carey id: "We have found that women and rls have a happy influence on our embers, causing them to dress better, behave better, and be more tractable." —From *North Carolina Recreation Review.*

Poor Sports?

Have you seen the article, "Are Young Americans Poor Sports?" by Jack Harrison Pollack in the November 1953 issue of *Parents* magazine? He cites instances to prove that a wave of poor sportsmanship is sweeping our country, and he says, "Every expert I interviewed agreed that never before in U.S. history has there been a greater need for teaching good sportsmanship. Obviously a child who isn't a good sport can hardly grow into a good citizen."

Individuality

The modern tendency, not only for the child but also for the adult, is to be allowed to be swallowed up in a maze of activities and things that, to a degree, cause him to lose his individuality. Becoming part of a group is good socially, but the allegiance to the group often causes mass thinking and action that destroys the personal initiative so valuable.

Much of our rugged individuality of former days is lost in this controlled group action. While many of our activities are on the group level, to teach the child the value of a cooperative effort and social responsibility, a large part of our program is in the field of developing the individual skills and appreciation of artistic accomplishment with one's own hands and mind. Very few activities develop the ego and pride in personal accomplishment in the young child like the ability and skill to actually create something which has beauty and utility.

Comenius, a 17th century educator said, "An individual who works with materials not only makes things, but makes himself."

Through wholesome recreation our individual frequently finds himself as he discovers something he can do well. This may develop into a valuable hobby or leisure-time interest. Recreation that does not have a by-product of personal development in some phase of human interest and improvement, is time wasted.

—*Grant D. Brandon*, in the 1952 Annual Report of the Lancaster Recreation Association.

For the New Year

The following statement by Kenneth Holmes, pastor of Westfir Community Church, Westfir, Oregon, has appeared in *This Week*, *The Readers Digest*, the *Milwaukee Journal*, is copyrighted 1953 by the United Newspapers Magazine Corporation, and is used here by special permission.

Words to Live By

JUST FOR TODAY I will try to live through this day only, and not tackle my whole life problem at once.

JUST FOR TODAY I will try to strengthen my mind. I will study. I will learn something useful. I will not be a mental loafer. I will read something that requires effort, thought and concentration.

JUST FOR TODAY I will adjust myself to what is, and not try to adjust everything to my own desires. I will take my "luck" as it comes, and fit myself to it.

JUST FOR TODAY I will exercise my soul in three ways: I will do somebody a good turn, and not get found out. I will do at least two things I don't want to do—just for exercise. I will not show that my feelings are hurt; they may be hurt, but today I will not show it.

JUST FOR TODAY I will be agreeable. I will look as well as I can, dress becomingly, talk low, act courteously, criticize not one bit, not find fault with anything and not try to improve or regulate anybody except myself.

JUST FOR TODAY I will have a program. I may not follow it exactly, but I will have it. I will save myself from two pests: hurry and indecision.

JUST FOR TODAY I will have a quiet half hour all by myself and relax. During this half hour, sometime, I will try to get a better perspective of my life.

JUST FOR TODAY I will be unafraid. Especially I will not be afraid to enjoy what is beautiful, and to believe that as I give to the world, so the world will give to me.

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Letters

Professional Personnel

Sirs:

Dr. Brace's article, "Recreation—A Profession," [November, 1953] is thought producing. He says a true profession has a philosophy, a code of ethics, a set of fundamental principles. Yet he says we should keep the door open to any field of interest—art, music, drama, sociology, social work, crafts, physical education and athletics. I should like to ask Dr. Brace where and when do the people from those fields get a recreation philosophy?

We all know that the recreation movement has been hindered by the specialist who promotes his speciality instead of a well-balanced recreation program. In many communities, the specialist promotes a ninety per cent sports program. In our after-school play sessions the program in a vast majority of our schools is devoted entirely to competitive sports. In some communities other special interests receive major attention. We need standards in recreation as well as in the teaching profession. I doubt if Dr. Brace would favor the lowering of the teaching standards to permit some high school graduate who is especially skilled in shop work to teach such a course in high school.

We need a core curriculum for recreation which will permit the student to be instilled in the philosophy of recreation, to learn recreation techniques and acquire a variety of recreation skills.

The recreation curriculum might well include courses in supervised field experiences, recreation theory, community recreation, group work, arts and crafts, camping, nature study, music, dramatics, social recreation, sports, low organized games, safety, government, sociology, speech, office management, English, journalism, public relations, audio-visual materials and psychology. The courses in recreation should be related to actual situations. Only faculty members with adequate recreation experience can effect these relationships. Through the use of approximately twenty-hours of electives, students can become more proficient in one of the skill areas.

I feel that if Dr. Brace compared the recreation work of recent graduates who have majored in recreation with those who have majored in other areas he will see the value of the recreation curriculum. Before making his comparison he should take into consideration the quality and extent of the recreation course-offering and the qualifications of the recreation faculty.

Dr. Brace is correct in recommending the use of volunteers. More effort should be made to encourage the recreation participant to assist in program planning and leadership. Advisory committees should be formed to aid the recreation staff and the recreation board in furthering the program and in interpreting recreation to the general public. Those persons who have prepared themselves most thoroughly for recreation leadership are the ones who are most likely to utilize volunteer leadership effectively.

I note that the California State Employment Service will register no one who has not majored in recreation. In my contacts as a field consultant I find that most of the local communities request applicants who have an M.S. degree, with a major in recreation.

We are making progress.

GARRETT G. EPPLEY, *Chairman, Department of Recreation, Indiana University.*

Baseball School

Sirs:

In your column of letters to the editor last June, I noticed that you were interested in learning about community sponsored baseball schools. Our own successful Concord effort has now gone on for two seasons.

Our recreation commission cosponsors our Community Boys' Baseball School with the Concord Lions Club and in cooperation with the Cincinnati Reds of the National Professional League. The personnel of this school comes from the athletic department of the recreation commission, our Little League coaching staff, the Lions Club and the Cincinnati Reds scouting organization.

Publicity is developed through the schools, radio stations and local newspaper. What little money is required is furnished by the Lions Club. Usually this is for small bronze medallions which are awarded to the boys who take part in the demonstration games or who show the most improvement in the school period. All equipment is either furnished by the boys themselv or the recreation commission. A nur ber of our old time baseball stars volu teer their services to the faculty. All all, it is a fine community cooperati effort, well supervised by the recre tion commission so that all is in kee ing with proper standards of compet tion for boys between the ages of eig and seventeen. It might be of intere to you to know that we also condu clinics in basketball, wrestling a tennis.

WILLIAM H. RIDINGER, *Director Recreation, Concord, N. C.*

Winterizing Outdoor Pools

Sirs:

I found the article "Winter Care the Outdoor Pool" by V. H. Krieser i the November issue of RECREATION i formative. However, I do feel that t many readers of the magazine shou be advised of an alternate and eve more successful procedure for the clo ing of the outdoor pools for the seaso namely, that of keeping the pool full water and logs throughout the fall a winter periods.

Naturally, the first concern in keepi the pool full of water in the wintertim is the possible damage and crackin resulting from freezing weather. In t winter care of outdoor pools, we al must give equal consideration to t freezing of the moisture in the grou surrounding the pool, because the i expansion in the ground around t pool exerts a pressure against the wal and floor of the pool, which oftentim causes severe cracks and buckling.

Pool experts have found throug many years of experience that in ord to neutralize these pressures, partic larly for newly constructed outdo pools, the pools must be kept fill with water to a level of about one fo below the pool inlets or to a level about eighteen inches below the scu gutters. Thus, the pressure of the wat in the pool will tend to offset the pre sures against the sides and floor.

In winterizing your pool in this ma ner, it is extremely important in free ing climates to place logs around t periphery of the water filled pool absorb, in the event of freezing, so of the pressures developed by the e panding ice in the pool. Empty drum half-filled with kerosene may also used in place of the logs. The logs drums should be placed along all the sides of the pool, wired in place, an then anchored from above so that the will not move about or float to the ce ter of the pool. If logs are used, the should be tied securely to stakes beyon the pool's edge so that if they becom water logged they will not sink.

However, in order to prevent the water from freezing in pipes, water traps, faucets and valves, tanks and piping leading to the pool, they should all be pumped dry with a small manual pump, then filled with kerosene, and covered as suggested by Mr. Krieser. Pools kept full of water throughout the winter should be completely drained and refilled with fresh water in the spring.

When winterizing in this manner, however, there is some danger that someone might fall into the pool and, therefore, safeguards, such as galvanized chicken wire or rope netting, should be erected—preferably in sections for easy dismantling and storage.

The Henry Kaufmann Campgrounds on Staten Island, which I direct, has just completed the construction of a large concrete outdoor pool, one hundred feet by forty feet, and many of the experts of successful pool management have concurred with this procedure.

MONTE MELAMED, *Director, Henry Kaufmann Campgrounds, Inc., Staten Island, New York.*

Suggestions

Sirs:

I like page 324 of November, 1953, RECREATION, which gives the members of NRA District Advisory Committees. But I think we need also in every issue of the magazine the page like number 760 of October, 1953, RECREATION, which has been used for a long time but is not in the November copy. It would be very helpful to have the mailing address of each district representative on this page.

I also think it would be a fine service for NRA to send reprints of the excellent articles by Mr. Reed, Mr. Butler, and Mr. Sutherland in the October, 1953, issue to all members of recreation boards and other recreation administering authorities on your mailing list.

MISS MINNIE SELLERS, *Superintendent of Recreation, Tuscaloosa, Alabama.*

Please

ALL MANUSCRIPTS submitted for publication in RECREATION should be DOUBLE-SPACED, have GOOD MARGINS, and should be a first copy NOT a carbon!

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This digest of a report on the exchange of ideas, observation and information of a group of national youth agency representatives, social scientists and youth educators, in a two-day consultation on* **Current Social Factors Affecting Teen-Age Youth and Young Adults,** *sponsored by National Social Welfare Assembly Education-Recreation Division, presents pertinent and thought-provoking material for all leaders of modern youth.*

Teen-Agers and Young Adult in Today's World

Prepared by Marion Robinson

Growing Up In Our Times

THE TURBULENT emotions, baffling behavior and insistent searching of the adolescent years do not constitute a new phenomenon. On the contrary, they are old in human experience and in human nature itself. But their expression and intensity are influenced by the times in which young people are growing up. To understand our young people today, we need to take stock of what we have learned about the way human beings grow and develop, and set this knowledge against our insights into the time of conflict in which we live.

The job of our boys and girls in these years is to make the last long pull towards becoming independent, useful, productive adults, each according to his own capacity. They must grow away—or break away—from the family rooftree, end their schooling years and begin their working years, learn to relate to the opposite sex, and to grow into more mature relationships of all kinds. They must establish a self that can live with itself, with other people, with the times; that can go as far as possible toward becoming a reliable mate, an adequate parent, an acceptable social being, a responsible citizen. This is a large order, but life itself makes the assignment and the mysterious force of growth within the human being undertakes it.

This period of change and growth is also a time of conflict, both within young people and between them and the world around them. This is as it should be. A law of human development is that the best preparation for tomorrow is to live fully today. Babyhood, childhood, adolescence—each period of development must be experienced to its fullest as a prerequisite for handling the next stage successfully, and finally for fulfilling individual capacities in adult maturity as completely as possible. Only by living out the normal conflicting forces fully will the adolescent be able to resolve them and grow into maturity.

If this is a large order for young people, so is it for the adult community into which they are growing. The job of adults during these years, whether as parents, teachers, leaders, counselors, family members, neighbors or friends, is to help young people do their job of achieving maturity. They must be prepared to inform, teach, guide, inspire, challenge, support and sometimes restrain, to varying degrees and under varying circumstances. A delicate balance of judgment and self-discipline is called for in the interests of growth for the young person.

Both young people and adults are doing their traditional "jobs" today in a world that is as confused, chaoti conflicted as any other in human hi tory. Empires, cultures, social syster are crumbling, being rejected by peopl around the globe. Mass communica tion, global travel and internationa activity convey the facts swiftly. Dail we are torn between the need fo change, doubt about the way it can c should come about, and its painfulnes in behalf of millions of human being

In our own culture, we are exper encing a gigantic conflict. Our precio heritage of belief in the worth of huma personality and the dignity of the ind vidual, which we have nurtured an cultivated, is at odds with the techno logical civilization we have created with its inevitable values of possession power and aggressiveness. We believ one way and, in order to survive, fee we are forced to behave another way We find it difficult, too, to affirm thi belief, to give it scope and opportunit for growth in an industrial civilizatio of mass production, mass consumption mass communication, standardizatio in many aspects of living. How to fin those values which will work best fo the individual and for the group?

The searching for a solution to con flict within our own culture and in th world community means that codes creeds and beliefs which we have live by are in a ferment of change. The fac of life plus the deep human need fo unchanging truths means that confu

* Full report, *Teen-Age Youth and Young Adults in Today's World,* prepared by Marion Robinson, available from National Social Welfare Assembly Education - Recreation Division, 345 E. 46th Street, New York 17. Ten cents.

sion, anxiety and even loss of morale are the common lot of the youth and adults of our times. But the history of human development testifies to the great potentialities and resiliency of human nature. The striving to make of existence a way of life with purpose and goal, has continually evolved and changed, chiefly because new knowledge and understanding suggests new and more meaningful patterns of life.

There are, however, assets in our present situation. Today we know more about society, about human behavior and human problems. We know more about how children and young people develop. And we still have the great conviction about the worth of the individual personality and belief in human dignity. We see now that this begins at birth, not at voting age or marriage age. We know we must help children and young people get a sense of this for themselves, solid enough not to be undermined or corroded by ideas, both old and new, which run counter to belief in man's dignity. We know that if they have it, they will grow to feel it for others, and will gain some measure of the kind of personal ethics and responsibility that are necessary in a free society.

Today our youth-serving agencies, educators and workers in special fields observe differences in behavior attitudes and interests of teen-age youth and young adults as compared with those of preceding decades.

Teen-age employment is high. Two million youngsters, aged twelve to seventeen, are working—three million in summer.

Teen-agers have more home responsibilities because of working parents. Parents take less responsibility for children, and children have less respect for home discipline. Urban young folks show a lessened sense of family life, perhaps because of crowded apartment living. Farm youth tend to establish themselves independently at an earlier age. Family tensions in general seem to be higher.

A rise in delinquency rates is noted, particularly for cases of rape, robbery, burglary. Vandalism has increased.

A stepped-up social development among teen-agers has led to a shift in codes of conduct and conflict with the adult community. There appears to be a teen-age "culture," marked by the need to be alike and to set themselves away from adults.

Physical health of younger teen-agers is better. Tests show health is a subject of general interest—gaining and losing weight, wanting to know about the right foods—girls interested in improving figures, boys in good body builds.

Youth-serving agencies, though reporting no dramatic change in numbers, feel a general decline in youth interest in their programs. There is over-organization of school youth, with competition for their time. Youngsters are gravitating toward mass social activities, away from clubs and small groups. Girls show greatly increased interest in co-ed social activities. There is less interest in community service projects, a marked apathy toward social action, though fine participation among a minority of older youth.

Agencies want to know more about the differing needs of married, single, employed and student young adults. Some are marrying earlier. Others express great frustration because military service disrupts personal plans—marriage, vocation, education. For many the gap between high school and military service is a meaningless hiatus. In service, there are special problems of the inductee, on and off post, the rejected man, the wounded, the discharged.

Agencies are feeling pressure for more individual guidance and counseling, for "concrete" services such as planning a home-coming rather than holding a discussion group. They are tending to offer more opportunity for participation in planning program and capitalizing on what interest there is for educational projects, civil rights, citizenship, human relations, national and international affairs, moral and spiritual values. Young people resist participation in groups with strong adult control.

The Agency Feels Its Way

Our social agencies are instruments for meeting certain goals of society. They too are subject to the conflicts of our changing society. Like any individual or group in our turbulent, evolving culture, they must solve the problem of remaining constant to our deepest goal values while adapting to the demands of a changing world.

Today the outstanding need in these agencies is for mature leadership, both professional and volunteer. The mature leader must have a perspective on youth itself. Time was when adults considered young people an unimportant quantity in our society. Then came a period when we tended to feel that life ended with the end of youth. Now we accept the fact that youth is part of a person's development, with a special contribution of energy, vitality and enthusiasm which society can draw on to its benefit.

The genius of adult leadership for young people lies in the judgment needed to evaluate youthful capacities and willingness to use young people's strengths. Youth is a time of great aspiration and altruism. It can be an enormous resource in coming closer to a better social order. It is well to remember that, as tomorrow's citizens, youth is soon to be handed a good deal of unfinished business in the form of problems whose solutions have been postponed or evaded. They should be encouraged to work on things that matter, should be helped to realize, within the scope of their abilities and capacities, the satisfaction of making their special contribution to our society.

The tendency to reject adult cynicism and compromise and to be skeptical of adult wisdom is a natural concomitant of youth's search for truth. It can be both an asset to them and a challenge to adults. The successful adult leader is honest and unpatronizing, and offers the results of adult experience to be helpful, not to be discouraging or overprotecting. Such a leader knows too that resistance to adult leadership may come from youth's frustration at not being able to get a hearing for their questions. When young people are not listened to, their alternative is to resort to "bull sessions" which are helpful in some ways, but which can become an exchange of ignorance.

A special responsibility of the adult leader is to be able to say, at least tentatively, what he believes and what his belief is based on. This calls for

his having made reasonable progress in clarifying his own values and convictions. Young people can use such formulations by an adult leader most constructively if they are permitted to test their own evolving ideas against them freely, through disagreement or non-acceptance. Leaders who develop increasing skill in this area are less apt to project anxious confusion on young people. They are better able, too, to take in stride the ideas, behavior and preoccupations of young people which seem different, sometimes alarming, as compared with those of their own earlier days.

In programming, our agencies need to take full account of the characteristic needs of people at different stages of development. The accumulated body of knowledge about how human beings grow and develop, plus the willingness to listen closely as young people express their needs and interests, can help maintain a sensible balance with the special interests which represent an agency's particular stake in youth.

It should be kept in mind that teenage youth and young adults are in different stages of personal development. Teen-agers, because of physiological and other changes, are preoccupied with personal matters. Because they are taking beginning steps from family protection into independence, their need of support from a group is great. Their tendency to conformity is a way of survival. The wise leader helps them to be as flexible as possible, but accepts their conformity as necessary just as protective coloration is necessary to some animals.

It is important to distinguish between the more mature young adult and the person of this chronological age who is living through a prolonged adolescence. Young adults who are maturing normally are gaining individuality and may for a time wish to be independent of organized influence. Belonging to a group which demands such conformity may run counter to their need to develop as individuals and to establish themselves in the adult world.

There is a close link between teen-age youth and young adults. Culture is passed on to teen-agers, less by adults than by young adults. Older youth are psychologically natural leaders for younger ones. Agencies can profitably experiment with their own programs and with other community agencies in bringing the two groups together so that this natural relationship can assert itself constructively.

Teenagers can be helped to develop inner resources to stand them in good stead as they move into the more individual period. Young adults should be helped to move out into the community as they mature. There will be great benefit to the community if agencies help young people keep their hand in as they progress in skills, interests and experience.

It almost goes without saying that while meeting today's needs, agency leadership must be alert for the gradual appearance of what will be tomorrow's needs. Readiness to meet these emerging interests with shifts in program helps insure a desirable combination of continuity and flexibility for growing young people.

Steps should be taken to learn more about the needs of young adults in our communities. It must not be presume that young people who are not con nected with youth agencies are unor ganized, for there are countless othe associations through which they fin group experience. Agencies could mak a real contribution by being increas ingly more flexible and willing to exten services to groups not identified a agency members.

It may be that there are new area of service for youth agencies in help ing young GI's who are feeling th impact of new contacts, interruption c family life, education, marriage an career plans, the effects of intensiv army group life and the necessity t adapt to authority.

Young adult workers may be helpe to learn more about employer-employe relations, union participation and othe problems which concern them. Sinc this is a highly mobile group, perhap they could make use of agency facilitie for social and other functions not pe mitted in crowded or temporary livin quarters.

There is a time-tested value in ou agencies' programs which has to d with *creating a climate of freedo where convictions may clash witho disaster,* where young people can lear to take the clashes in their stride. Th reported apathy toward social actio needs closer examination. Experienc shows that many youth are interested i social action, beginning with neighbo hood or community affairs and gradu ally developing to an interest in nationa and world affairs. If they are not ex pressing this through agency progran why not? Perhaps they lack interest i what we *think* should interest then Perhaps what is called youth's apath could more precisely be labeled adu fears.

A good agency should maintain a atmosphere of healthy growth, activel helping and encouraging youngsters a they grow from one stage to anothe seeing to it that there is always som thing they can "grow up to" until the are ready to take their places in th community as full-fledged adult citizens Hewing to this line is a powerful an living demonstration of our belief i the worth and dignity of the individua an enduring value of our civilizatio

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A few highlights on the WHY, WHEN and HOW of the United States Assembly of Youth.

ACCENT ON YOUNG ADULTS

Simone C. Picard

FOR the first time in American history, a national assembly of young adults, United States Assembly of Youth, was convened at the University of Michigan in Ann Arbor, September 3-8, 1953. This assembly consisted of participants who were invited through a broadly representative group of national organizations and was a significant event in many ways:

It brought together young adults (ranging in age from 18 to 30) from rural and urban areas, points east, west, south and north in the United States, and from a few countries around the world, to explore the subject "The World We Want."

It developed this challenging theme through keynote addresses by such eminent speakers as Governor G. Mennen Williams, Mr. Walter Reuther, Dr. Mordecai Johnson, Dr. Henry Steele Commager and others.

It presented an opportunity for continuous discussion and exchange of ideas in the three general program areas: "American Heritage," "Human Rights," and "The United States In The World Today." Through informal discussions and a group consensus method rather than formal resolutions, searching and very specific questions were explored under each of these general areas. Truly, this was "democracy in action."

It opened doors to intercultural learning through such recreational activities as group singing and folk dancing.

It revealed, through a process of evaluation, some of the principal concerns which brought these young people of all races, creeds and religions to the United States Assembly of Youth. Some of these included: wanting to do something about such national problems as the need for more young adult participation in community action, political action, and so on; wanting to do something about the world situation; wanting to learn about techniques on how to develop better programs (i.e., recreational facilities in underprivileged areas) at home.

It enabled some participants to gain greater confidence in presenting their ideas and opinions; others were able to clarify their thinking on such vital issues as our basic freedoms, citizen participation regarding health and welfare needs, recreation and housing needs, United States foreign policy, and so on; and it was also possible for some participants to find that their attitudes on civil rights, civil liberties, race relations, and so on, had broadened by the time the conference ended and that the result was a realization of greater understanding.

It concluded on a very positive note, voiced by the vast majority of those present, through the enthusiastic recommendations for future assemblies such as this one, on national, regional and local levels.

The United States Assembly of Youth was sponsored by the Young Adult Council (YAC) of the National Social Welfare Assembly. YAC, as you probably know, is the central coordinating council of fifteen major youth and young adult organizations in the United States. These organizations are:

- American Unitarian Youth
- American Youth Hostels
- Collegiate Council for the United Nations
- National Association for the Advancement of Colored People—Youth Division
- National Catholic Welfare Conference, Youth Department
- National Jewish Youth Conference
- North American Student Cooperative League
- Rural Youth of the U.S.A.
- Students for Democratic Action
- United Christian Youth Movement
- United States National Student Association
- United World Federalists, Student Division
- Universalist Youth Fellowship
- National Council, Young Men's Christian Association
- National Board, Young Women's Christian Association

With the cooperation of these member organizations, the Young Adult Council has undertaken, among others, such projects as:

- Sponsoring a study to assess the opportunities for citizenship education and young adult participation in public affairs. This was done jointly with the Education-Recreation Division of the National Social Welfare Assembly and a report of this study is available (see page 18).
- Providing the setting for eleven member organizations of YAC to draft a statement on Human Rights, which was submitted to the platform committees of the 1952 Democratic and Republican Conventions.

MISS PICARD, *executive assistant, Public Education Section, American Cancer Society, was a participant at the United States Assembly of Youth in Ann Arbor, Michigan. She is co-chairman on public relations for the Young Adults Council of the National Social Welfare Assembly.*

• Encouraging the observance of United Nations Day by preparing a program aid to promote the 1953 observance.
• Taking an active role in the activities of the World Assembly of Youth.

To explore the latter a bit further, WAY (as the World Assembly of Youth is called) is the international equivalent of our own Young Adult Council, WAY came into being as a result of plans which were formulated in 1948 at the International Conference of Youth in London, England. Since that time meetings have been held in Brussels, Istanbul, Ithaca and Dakar, for the purpose of enabling young people of established youth organizations to meet and consider common problems and to contribute to their solutions. The first General Assembly of WAY was held at Cornell University in Ithaca, New York, in August 1950, and plans are now being made for the 1954 General Assembly in Singapore. It is anticipated that the 1954 delegation representing the United States at Singapore will be comprised of young adult leadership from the broadly representative national organizations affiliated with YAC and all geographic areas in our country. At these meetings the program of WAY is set into motion through such projects as youth teams in underdeveloped areas, international understanding through the exchange of persons and special conferences, technical assistance by supporting government and United Nations programs. The WAY program in general seeks "to extend, strengthen and enrich youth work and youth movements throughout the world." As recently as October 1953, the first issue of the new WAY monthly publication, *WAY Forum*, was released and now affords even greater avenues for the exchange of ideas. National committees made up of the major national youth organizations from forty-four countries of the non-Soviet world are affiliated with WAY. In this manner, the United States is actively represented by the Young Adult Council delegation.

The pattern of cooperation which has been achieved nationally through the Young Adult Council and the United States Assembly of Youth, and internationally through the World Assembly of Youth, is indicative certainly of what might readily be termed a blueprint for action in local communities everywhere. The strength of this pattern, established by young people who have assumed leadership roles in great part with the cooperation of adult organizations, must be maintained and encouraged in our local communities, in the United States as a whole, and in the entire world.

This is only the beginning of a significant chapter in our history. The outline for the initial stepping stones has been drawn by the activities set forth in this brief report. It is indeed up to us to set these stepping stones firmly in the ground in order to help in building a solid foundation for tomorrow.

New Young Adult Study

The interesting new study of young adults, from teens through their thirties, has just been published by the National Social Welfare Assembly, as a part of their "Young People and Citizenship" project, and is now available.* It represents the cooperative effort of many national organizations, social workers, educators, social scientists and young adult themselves, and was made possible by a grant from the Fund for Adult Education.

Quoting from its pages: "At a time of change in the social order and its values, anxiety about young people may be interpreted as concern about the future and the sort of world we shall have." The study is therefore concerned with the manner in which young people are prepared for responsible citizenship, and its report attempts analysis of some of their basic needs and interests and description of educational programs designed for them by a number of national youth organizations. The underlying assumption is that education for citizenship will not only help to make democracy more effective and dynamic, but will provide young people with valuable group experiences and an opportunity to relate their personal needs and interests to broader social goals. Within this frame of reference the task was twofold: to find out what a number of adult-sponsored youth organizations are doing in the way of programs, and to describe certain features of the young-adult age group that pertain to its members' actual and potential roles as citizens.

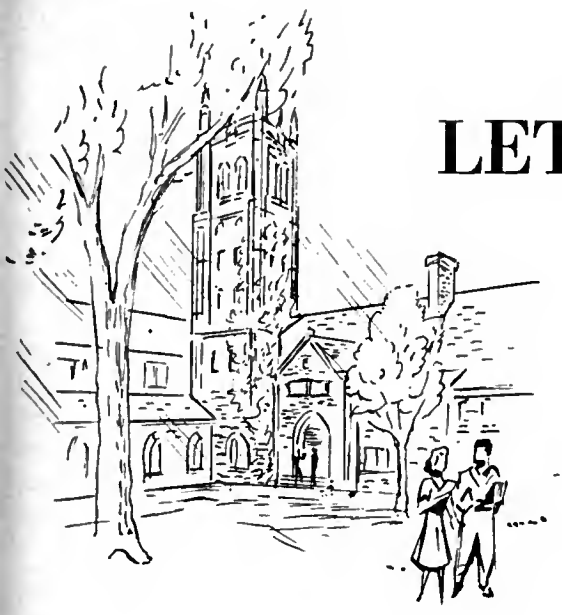
The study is placed in the growing area of common ground between social work and adult education. On the one hand, programs in adult education have recently begun to stress community needs, as well as individual training; and in the second place, community service organizations, devoted to group goals from their earliest days, are searching for ways to improve and broaden the educational content of their programs.

Since many of the programs of adult education and youth organizations constitute leisure-time activities, their problem is how to use leisure time constructively and meaningfully, that is not only by providing recreation or vocational courses, but by giving young people a greater sense of community and helping them to develop into more mature and responsible citizens.

The purpose of this study was not merely to describe characteristics of young people and programs designed for them, but to arrive at conclusions and make recommendations for programs and further research. Accordingly, an outline of recommendations is included.

The findings of this study not only make interesting reading, but are thought provoking, suggestive of many program ideas and should not be missed by any leader of young adults

* National Social Welfare Assembly, 345 E. 46 Street, New York 17. $1.50.



LET'S USE COLLEGE VOLUNTEERS

John A. MacPhee
and Vincent L. Fowler

THE student stopped Mr. MacPhee in the hall and exclaimed, "Did you hear about the Playground Dramatics Program? We had two hundred enthusiastic children with parents, costumes, and pets." This was part of the special playground program conducted by Mr. Vincent Fowler, superintendent of recreation in Cortland, New York, under the co-sponsorship of the Cortland Recreation Commission and Mr. John MacPhee's class from the Recreation Education Division of the State Teachers College in Cortland.

College recreation educators, do you know that your recreation classes can have laboratories similar to those in biology and chemistry? The most up-to-date educational procedures recommend the "doing" experience as part of each course, rather than theory alone. Activity classes need not be limited to typical college surroundings. Every college has, in its adjacent community, a living, dynamic laboratory for all types of recreational activities. Don't hesitate. Use these community resources.

Perhaps, recreation directors, educators alone are not guilty in overlooking them! Have you recreation executives taken steps to realize the volunteer potential of the college campus in or nearby your community?

In our town, we are fortunate to have a philanthropic citizenry and alert officials who are aware of the positive values and objectives derived from organized community recreation. This healthy attitude has prompted our modest community of approximately 17,000 to expand its public recreation facilities to include Dexter Park (5.5 acres), Suggett Park (11.5 acres and C. C. Wickwire Pool), and Beaudry Park (14.5 acres). Two of these areas are equipped for indoor use. All three have playground areas equipped with the conventional facilities such as swings, teeter-totters and climbing devices. In addition, our Cortland education department is generous in making available to our city recreation commission the facilities under its jurisdiction. Thus, it becomes apparent that our specific problem may be similar to one of yours: a definite lack of full-time employed personnel to advantageously utilize existing physical properties and facilities. If so, perhaps you may solve the dilemma as we did through the medium of college student volunteers.

Before our own Playground Activities Class was organized, Mr. Fowler, city recreation director, and Mr. MacPhee, recreation education field work supervisor of the college agreed to collaborate in a program of varied character for the city playgrounds.

The course was scheduled over eight weeks (one-half semester), for three fifty-minute periods weekly in April and May for college credit. Its basic objectives: (1) to orient the class to the broadness and variety of a good playground program, and (2) organize the class to plan, practice, conduct, and evaluate programs on city playgrounds.

First week—Orientation, theory and analysis of the many aspects of a good playground program. This presentation included—in addition to active games and sports—arts and crafts, dancing, drama, music, nature, special events, and so on. An amusing incident happened here. One student, from a very heavily populated urban area commented in class: "I never heard of such a playground program! All we ever had, where I come from, were games." The college instructor explained that this was one of the reasons that a laboratory course, such as this, was necessary. After two periods of analysis through discussion, the class began considering the best way to organize itself to conduct the various programs.

Second week—The class was divided into five committees, each being responsible for conducting duplicate programs on two different days on city playgrounds. The committees met in different parts of the room during class time, and

MR. MACPHEE *is assistant professor in the Department of Recreation Education, State Teachers College, and* MR. FOWLER *is director of recreation, Cortland, New York.*

started their planning. The instructor moved from committee to committee, offering assistance as needed. Previously all members had turned in a library bibliography of possible books that could be used for such planning. The last meeting of the week was not held in order to give all members opportunity for research and collection of materials. Plans for each committee included a rainy-day alternate program.

Third week—The recreation executive met with the student volunteers in class discussions. All aspects of a playground program were analyzed. The emphasis was centered on advance planning or preliminary work completed prior to actual operation, spot planning or alteration of original plans if necessary, and emergency planning or provisions for unscheduled events. The thoroughness of advance planning, as to material and personnel, often serves to eliminate extensive spot and emergency planning. The recreation executive informed the student volunteers of the procedures and publicity mediums related to public relations and promotion. The vital importance and use of safety precautions were emphasized and accident procedures explained. In short, the recreation executive oriented the students to the objectives and philosophy forming the basis of his recreation program.

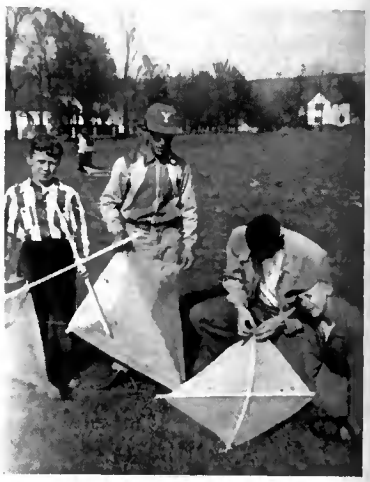
Fourth week—This week and part of the next were used for dress rehearsals. Each committee used other members of class as typical playground participants. The final fifteen minutes of each session were devoted to class analysis of the committee's presentation of its program.

Fifth, sixth, and seventh weeks were the periods of actual program presentation. Here, the students had unique flexibility of movement; that is, they were able to work at various play areas presenting recreation activities to small neighborhood groups throughout the community. This factor results in virtually individual attention to participants. The recreation executive made pertinent evaluations with constructive suggestions. In this three-week period, it is imperative that the recreation executive closely observe and supervise all projects. This must be done in a discreet manner, allowing students both sufficient time and freedom to solve problems that arise. Such observation was supplemented by additional critique sessions in the classroom. Success and failure were similarly discussed and situations analyzed to determine why results of a particular activity were either good or unfavorable.

We are sure you will find, in a cooperative venture of this sort, that the community will benefit in proportion to the ability of the recreation executive to utilize the student volunteers. You, as an executive, are exposed to new methods and fresh techniques that may be well adapted to your program. The field laboratory program is justifiable on a basis of providing a variety of recreational activities otherwise physically and financially improbable.

Eighth week—In addition to the Friday evaluation of the previous sessions, the final week included a period of evaluation of the entire course. Each committee chairman turned in a report and an evaluation which included: preliminary plans, dress rehearsal, analysis and revision, promotion and publicity materials (pictures, newspaper clippings, flyers, and the like), details of the execution of the programs, and final evaluation by the committee. In the last period theoretical knowledge was tested by a written examination on the two texts, *88 Successful Play Activities*, and *The Conduct of Playgrounds*, both published by the National Recreation Association. These books are a good combination for source material at a reasonable cost.

There were some striking reactions from all of the people involved, from administrative personnel to the playground participants. The class instructor was particularly pleased because, instead of being merely theoretical, the course was a guided, practical, professional-type experience in actual leadership, where the students were participating in virtually all phases of a living, functional program of community recreation.



One of the student leaders assists a youngster through final step in the assembling of his kite.

The students reactions are best analyzed by a series of anecdotes and incidents. All were impressed by the enthusiastic and boisterous response of the youngsters. It was extremely gratifying to have an average attendance of seventy children at each of the eight sessions, with a high of two hundred participants. The dramatics group used a circus theme, as they felt it would not scare the children away as would perhaps the use of such a word as "dramatics" (an awe-inspiring word for "grammar-school kids"). One member of the class stated that, as far as he was concerned, "This class was more valuable than some giving much more college credit." Mute evidence of their favorable reaction was the extra time and even money which they put in to make their committee's work successful. They had newspaper photographs, made "flyers," took their own pictures (plain and flash), and even begged, borrowed, and bought many of the supplies.

Why don't you try it! You too will find that the advantages derived from the field laboratory service are manifold. The college students have been presented with opportunities to demonstrate their theoretical knowledge *in practical situations.* They have learned to profit from their varied experiences. Field laboratory students are assigned duties to promote their activity programs by utilizing the

varied medium of public relations. They write newspaper and radio articles and announcements, and make advance contact with the particular group with which they plan to work. Self analysis is stressed by the college professor and the recreation executive while the program is in operation. This encourages the exploitation of strong individual characteristics and the self awareness of weaker characteristics.

You will find that the community will give wholehearted cooperation. School administrators will contribute space, time, and advice and permit inter-class communication announcements as well as classroom visits. The local papers will give adequate space for news material and pictures. Finally, the local youngsters will participate in numerical abundance, with parental interest indicating complete satisfaction. It is the college-student volunteers who make possible the maximum use of community recreation facilities at a minimum expense, thus simultaneously assuring the recreation profession of well trained, qualified leaders in the future.

A Few Learnings

(As Excerpted from Students' Reports)

Games—"We, as the committee, had a very good time organizing this program and presenting it. We felt that more helpers could have aided us because there were only five of us and over 120 children . . . "

"We wanted a kick ball game but we forgot the rubber balls so this had to be dispensed with. We also wanted to teach them a new game but the time limit had us stopped; also they were so lively we had all we could do to keep them quiet enough to explain and start a game . . . "

"They didn't need any mixers because the boys strictly wanted to play with boys and the girls the same. They did mix fairly well in the relays however . . . "

"It was a great experience for us and we learned a great deal from it. We were all bushed by the time five o'clock came, but we enjoyed it immensely."

Arts and Crafts—"The program as a whole went off very successfully. The making of a lie detector had been decided upon, in advance planning, to motivate the youngsters to take an active part in the main project (kite making) by creating an interest in crafts. However, the lie detector became more of a project in itself than a means of motivation. Because of the great number of children (seventy) they were doubled up on the kite project. Owing to the dangers of using a knife, all lie detectors had to be notched by the instructor. The use of sharp articles should have been taken into consideration beforehand. We didn't have enough materials or time. Exact lengths of string, and so on, should have been prepared ahead of time . . . "

John MacPhee instructs his Playground Activities Class in the theoretical part of cooperative leadership program.

"The most distressing factor of the program at Beaudry Park, was the poor scheduling of the maintenance crew who were to cut the grass at the park. The committee was interrupted when the grass cutter made it necessary for the kites to be moved from one area to another, thus holding up the program tremendously. All in all, however, it was a large success for the children attending and this was the most important factor."

"I believe that we improved greatly on the second program. We were beginning to get the feel of the operation and to find the best methods of working together. It was a very valuable experience and one which will prove to be a good background for future work."

Music and Dancing—"We were assured of our success when the children asked, 'Will you be back again next week?' To start, we used music playing over a loud speaker as an attention-getting device. We played a rhythm game first, and then conducted dancing—square and round—until the children were tired. This led into singing, and they sang a lot of songs with motions because they were the most popular. Then we strayed a little from our schedule and had a couple of group relays. These went over in a big way."

Dramatic Group—"Our circus was planned in such a way as to bring into it dancing, singing, skits, monologues, stunts. This event was promoted in each classroom in Pomeroy School—which seemed to be worth our while as two hundred enthusiastic kids showed up. About half of them didn't get into the act, but were satisfied to watch. If we had had more workers, more could have participated. There were several remarks made by mothers about the need for more special events at the park . . . "

"The next week it rained, but the children had heard about the circus at Dexter Park, and they came—pets, costumes and all. The fieldhouse was filled. This time, all of them got into the act even if only to help with props."

The St. Paul Playground Youth Association

Gladys Barchus

St. Paul's Winter Carnival junior royalty group includes the prime minister, king, queen, and lady-in-waiting.

THE TEEN-AGE young people of today are spoken of as the problem group. However, recreation people throughout the country are quite sane in their thinking that it is not such a serious problem with a great majority of those young people between the ages of fourteen and eighteen.

Let us give a moment of sound, sober thought to it. Let us think of what we were at that tender age. Let us open up our minds to the desires of the teen-ager and recognize the alertness, the ingenuity, the ability, and the craving "to do something now."

We have, in St. Paul, teen-age youth clubs organized at the eighteen year-round play centers. The local organizations vary in membership from 20 up to 350 boys and girls who attend the business meetings to plan weekly dances, socials, tournaments in co-recreational volleyball, tennis, ping pong and horseshoes. From these clubs, groups are organized to take part in city-wide events. Each local club elects a delegate to represent its group at a steering-club meeting. These representatives meet every month with their advisors and help plan city-wide events to be voted on at the city-wide Youth Association meeting. The four youth advisors are chosen by the delegates of the association and the staff of playground directors. First the youth vote for the two directors they want; then the staff names two directors to complete the advisory group.

The local clubs also elect six voting delegates to attend the city-wide Youth Association meetings. More members from the local clubs may attend, but the registered delegates are the only ones who can vote. At these meetings, held once a month, plans are made and committees are named for all city-wide events. They plan for such events as a monthly dance, tournament play-offs, roller skating parties, pow-wows and socials. The group works out in detail the annual youth conference and the city-wide coronation of the junior king and queen in connection with the St. Paul Winter Carnival.

The meetings are held at a different center each month to acquaint the young people with facilities in the various parts of the city and to give them ideas on decorations of club rooms and activities. The host group plans the social hour which follows the business meeting. Lunch is served, for which there is a small contribution. The host club may either use the money to defray the expenses or turn it over to the treasurer of the city-wide Youth Association. The money raised by the association is used for the expenses of the annual conference, to send delegates to the Governor's Conference, and to meet the expenses of the junior coronation ball.

A one-page paper entitled, "Highlights for Youth," is printed after each business meeting. It lists a calendar of events for the coming month for the association and for the local clubs. There is a summary of the business meeting and an article on the special event of the month. The paper is mailed to all play center directors, delegates of the association, and to teen-agers whose names have been submitted to the secretary as those interested in joining a local club.

The Annual Youth Conference is so planned that a local club may send as many delegates as it wishes to finance. An average of eight delegates from each center attend. The meetings are held in the Coffman Memorial Union on the University of Minnesota campus. An important event of this day is a tour of one of the university units. The Science Museum was last year's choice, and students from the university served as guides.

A committee of teen-agers is selected to plan the conference, carry out the details, and serve as panel chairmen. It requires many extra meetings to make these plans, work out arrangements with the University of Minnesota, prepare for the noon luncheon, and obtain guest speakers. The topics

MRS. GLADYS BARCHUS, *the director of playgrounds in St. Paul, Minnesota, is the St. Paul Youth Advisor.*

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chosen for panel discussions at the last conference were:

1. The value of the Youth Association to the local club and to the individual teen-ager.

2. Should the coronation ball be formal or informal?

3. What should the attitude of the teen-ager be toward his play center?

4. As a director of a center, how would you set up a program to better serve the community? Keep in mind the existing facilities you have to work with.

5. The debate: The Curfew—Be It Resolved That the Curfew Law Is a Good One.

The guest speaker at the luncheon was Richard Mulcrone, a charter member of the St. Paul Youth Association. He volunteered at his local center at the age of twelve. For many years he was a member of the Junior Service Corps and assisted the director with activities for smaller boys. Later he served as a junior coach and referee. He is now a student at St. Thomas College and is also a big-time umpire with the St. Paul Playground Department and the Catholic Athletic Association. His topic at the luncheon meeting was "The Youth Organization in the Community."

Boys from Palace Center in St. Paul build a dark-room in a corner of the clubroom for their photography groups.

The highlights of his address will give you an idea of what the organization meant to a member and what he hopes the present and future members will gain by belonging to a local and a city-wide youth association group. He elaborated on six items which the organization accomplishes for its members.

1. It gives a member prestige. The eyes of the adult members of the center are always upon the teen-ager. When they see a group of them conducting meetings and working out playground problems, they respect them and help them to carry out good ideas.

2. It gives an individual self-assurance and poise. He learns the proper procedure of a business meeting, and acquires the ability to stand on his feet, think and talk before a group.

3. It gives him the feeling of belonging. Teen-agers like to belong to clubs. They like to brag about belonging to organizations, and when one is a member of a local or the City-Wide Youth Association, he has something to brag about. He becomes civic-minded when he joins a playground youth club.

4. It gives him a voice in the play center activities. Here is one of the few places where teen-agers can go to air their problems, be heard, and know that someone will think about these problems and help them.

5. It gives a teen-ager something to do. The teen-ager who is too young to get work can find plenty to do when he joins an organized youth group at his local center. The Junior Service Corps needs willing assistants to help the director with the smaller children. There is always a group painting or working on other projects to better conditions at the center or helping with games. One can join an athletic group and play volleyball, tennis, ping pong, horseshoes or golf; and there are social activities for those who are not athletically inclined.

6. It gives him an idea of the aims and the interests of teen-agers at other play centers.

The speaker suggested three things a teen-ager should do for his youth organization: (1) Be an *active* member. (2) Attend the meetings and enter the discussions. (3) Publicize the organization of which he is a member. His closing quotation was: "Recreation is like an industrial product; it should be constantly improved."

The St. Paul Youth Association sends delegates every year to the Governor's Conference. These members are chosen by the city-wide group, and their expenses are taken care of by the association.

The most elaborate event of the year is the coronation of the junior king and queen, the lady-in-waiting, and the election of the prime minister for the winter carnival. All the local youth groups conduct coronation parties at their centers. Here a junior prince and princess are chosen, crowned and feted. These young people become candidates for the junior king and queen and a lady-in-waiting. The prime minister is chosen on the basis of personality, speaking ability, and alertness. He often uses his own ideas to meet circumstances as they arise during carnival week, and he attends the junior royalty at all meetings and events and introduces them at all occasions.

The junior king and queen and the lady-in-waiting are chosen from the princes and princesses of the eighteen local play centers. A formal dance and a pageant precede the coronation. During carnival week the junior royalty attend all functions connected with the winter carnival, and visit hospitals, schools and institutions for children. The junior royalty serve the entire year or until their successors are named.

The attendance at youth activities during the past year has greatly increased; and throughout the planning, there is evidence of great enthusiasm and "willingness to do," which to us means that these young people desire the responsibility of such planning and doing.

From address given at the Thirty-Fifth National Recreation Congress in Philadelphia

RECREATION and RESEARCH

Luther Gulick

It has been fashionable over the past decades to make sport of the great, overgrown metropolitan centers, particularly those of the New World. Philosophers and city planners alike have not only wept over the ugliness and dirtiness of the great American cities, and over their seemingly insoluble traffic congestion, their slums and technological obsolescence, but have insisted that the great cities are the centers of political and social disintegration, of crime, of cultural decay. Oswald Spengler not only saw in the cities the excesses and weaknesses which would destroy them, but the disease which would pull down to destruction and oblivion the whole edifice of Western culture with its, to him, fatally degenerate system of democracy and Christianity.

Our own prophet of urban doom is Lewis Mumford. Though he has done a great deal to shock us into better planning, Mumford, whom I admire greatly, has, I fear, fallen into the error of applying to cities the laws of the individual biological life cycle. This leads him by the logic of his own simile to predict the death of the great cities, when they have passed through the various stages of growth, disease, and disintegration.

There is plenty of anguish in the present time of urban adjustment. If any growing boy had all the aches and pains, unsolved problems, split mentality, unfulfilled drives, and damaged organs which we find in every large city, and in most small ones too, that "organism" would certainly end up in the sanatorium and in complete disintegration. But a city is not a boy; it is not a single biologic organism; it is not a chemical compound. A city is a city and nothing else, and those who try to understand a city by turning to analogies from mechanics, or chemistry, or biology, had better watch their step.

I am not under-rating what needs to be done to make the cities better for men to live and work in. Not more than ten days ago, in northern Vermont, I found a strange and beautiful and what I thought was a new bird . . . He was cheerful, not too shy, and decorated with rich browns, white bars and a distinguished black vest. After some research, I discovered this was the clean country example of the *Passer domesticus,* or English sparrow, minus his city grime. Not even a cat can keep clean in the modern city without help.

Most people think that the great need of the big cities is to "solve the traffic problem," forgetting that traffic congestion is just a derivative ill, and is a symptom of many difficult underlying problems having to do with housing, work space, land utilization, technological change and the new realization of recreational desires by city populations. Traffic congestion is actually a dramatic mark of technological and social progress, though its pains today are pretty bad and draw attention away from the underlying factors.

While a great deal needs to be done to make the great cities more congenial, efficient, and esthetically satisfying, let me say that the great cities are here to stay; they will not wither and fade away. They will not destroy the culture of which they are the capstone. And what is more, they will continue to be the centers of power, wealth, leadership and social and cultural advance except, of course, where they are destroyed by war or by deeper economic causes. While I say this as a matter of faith. I think I could marshal a good deal of evidence on my side. However, this is not the place for such an undertaking.

What I want to do here is state a thesis and show how and why we may test and prove this hypothesis to the great benefit of mankind.

This is the thesis: Great cities and great cultures must have great plans and opportunities for human re-creation. The greater the pressures and pace of work and life, the broader and bolder must be the recreational program. This is necessary, not to save the cities, but to make life richer and better balanced for the people who will live in the cities.

In this statement two things need special comment: Recreation as thus viewed embraces the full breadth of the modern concept of recreation. It includes everything which man needs or wants in his environment of life and in his leisure time to give new life to his soul, mind and body, everything which serves to re-create his being. Second, while I have here thrown the emphasis on the recreational needs of metropolitan man, this is suggested merely as one

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DR. GULICK, *president of the Institute of Public Administration and chairman of the National Council on Research in Recreation of the National Recreation Association, is also city administrator designate of New York City.*

approach, and does not exclude the needs of rural and suburban man, most of which are the same, though their realization may call for important differences.

There are many ways of testing the hypothesis that men, especially modern urbanized men, need and want recreation, and that societies which have such programs are better than those which lack them. While we have a right to state these hypotheses on the basis of our own limited experience and as matters of faith, we have the obligation to test the assumptions with rigorous scientific honesty.

And this is where the new National Advisory Committee on Recreation Research will endeavor to make its contribution. Drawing on the advice of men and women from various walks of life and various backgrounds of specialized knowledge, we will endeavor to become familiar with the research which is now going on which bears directly or indirectly on recreation; next we will try to see what tenets and practices of recreation require more scientific study, and finally we will suggest lines of inquiry which seem to us promising, together with some indication of fruitful priorities. It is not our plan to do the research directly, but rather to suggest lines of inquiry which will encourage and stimulate others, and will tend to prevent the under-emphasis of important elements in the total picture.

As the first step, with the assistance of the staff of the Association, we are gathering a list of researches now going on. This endeavor has already disclosed hundreds of valuable projects, but it has also indicated further lines of needed inquiry.

Fortunately we do not need to do any pioneer work in defining recreation, though the research which lies ahead will surely draw the lines more tightly and scientifically for us. The broad, humanistic, pragmatic definition presented by Dana Caulkins in the June 1953 RECREATION is a good starting place. It falls directly in line with the earlier statements of Luther Halsey Gulick* and Howard Braucher. These definitions encompass certain elements of faith, and thus present certain challenges for exploration and research.

As we view the situation now, there would seem to be five categories of research in the field of recreation:

First, we need to know more about human needs for the healthy and happy life. This will involve both an application to recreation of what is already known about human behavior, and a collaboration in the discovery of factors which have not yet been laid bare. While we are, naturally, especially concerned with the recreational use of "free time," we must not overlook the recreational aspect of other factors such as the work environment.

Second, we need to know more about the measured successes and failures of various programs in fulfilling these human needs for recreation.

Third, we need more analysis of community support for validated recreation programs, and a better understanding of the relation of recreation to the economic well-being of the community and to its power to support recreation, whether through taxation or through voluntary means.

Fourth, we need to explore and understand the institutional factors, that is, the complex of public and private, formal and informal, organized and unorganized, in-the-home and outside-the-home, commercial and non-commercial, recreation, and the several successful patterns which may evolve in a free society.

Finally, we must not overlook the many internal and professional problems having to do with standards, personnel, facilities, education, groups, and activities.

I cannot at this stage limit the lines of interest of the new committee, and there may well be other major categories which will grow out of discussions and suggestions and the deliberations of the committee itself.

We stand at a time in American development when more and more people are attracted to the urban areas, away from the rural life. This is only partly the result of high income possibilities in the industrialized cities. It is equally the result of increased mechanization and efficiency on the soil and in the extractive industries, which make it unnecessary to have as many people there as in the past. We are also in the midst of a period of marked changes in working conditions which afford most workers extended periods of free time each day, each week-end, each year with the vacation periods, and each lifetime. These free periods have been introduced along with higher incomes in the main. We have also seen in the past generation a phenomenal increase in free mobility, particularly through the development of hard-surfaced roads and universal automobile ownership. I do not need to call attention to the other technological developments of our generation such as the radio and television; and I should not fail to list the important new knowledge which is being accumulated by social scientists about human behavior and human needs.

Fortunately we stand also on the threshold of a new age of reconstruction and social understanding, unless we are engulfed in another world war. There are signs of this new age on every hand, particularly in the rising attention to city and country planning and redevelopment both here and abroad. I need only cite Christopher Tunnard's recent volume, *The City of Man*, to show that we are passing from the sterile two-dimensional planning to a multi-dimensional planning, which, without autocratic controls, may still reach for beauty, and happiness, and life. You will find in Tunnard a new appreciation of what we mean by recreation as an element of the city plan, as well as other keen observations on cities designed to make possible the fulfillment of man in the world of everyday life.

Recreation belongs in this picture, not solely as a field of professional activity, not solely as a service to the community, but also as a field of scientific inquiry. This is the justification for the setting up of the National Advisory Committee on Recreation Research, and this is the challenge we shall try to meet.

* The author's uncle.

An over-all view of the very colorful booths and tents which filled the Los Angeles Coliseum for Scout-O-Rama.

The Story of SCOUT-O-RAMA

Mary Ann Keeve

Looks like a merry country fair! But the barkers are Boy Scouts and the aisle after aisle of booths are demonstrating Indian crafts, boat building, foil cooking and hundreds of other practical skills. These sights greeted the more than 50,000 visitors to the Scout-O-Rama show of 1953 in the Los Angeles Coliseum where 15,000 Cubs, Scouts and Explorers, representing the sixteen districts of the Los Angeles Boy Scout Council, participated in this grand show.

Its main purpose, and that of all Scout-O-Rama's, is to bring together the efforts and ideas of boys in Scouting, at one time and one place. Highlighted are present and past achievements and ideas for *enriching the entire Scouting program* for the coming year. Moreover, it gives recognition and awards to those Scout units which present examples of outstanding work done. And, very important, this panorama gives Scouts a perfect chance to get together for recreation, fellowship, laughter and a whirlwind of fun for all.

This *big show* is staged in three parts: vivid booth demonstrations, big stage shows, and outdoor camping. How popular these are! All old participation records were broken. More than 625 colorful booths covered the entire ground space of the Coliseum. Each district set up their own booths, planning and decorating them; each booth was manned by units from the same district. Boy Scout barkers sang out the wonder of their exhibits, featuring such diversified demonstrations as tent pitching, conservation, home repairs, black-smithing and other fascinating skills. Eight and nine-year-old Cubs manned their booths showing first aid care, soap carvings and the like. Other Scouts dared the audience to "join the fun" and try their skill at archery, astronomy, bird identification and other events. The biggest part of the booth activities is the judging. Judges, comprising key Scouters from each district, rate the booths on quality of activity and materials, method of operation and general public interest. Each booth is inspected and judged several times during the two-day show.

Action-packed stage shows were a featured part of this Scout-O-Rama. Indian pow-wows, brilliant pageantry and special "Scouting skill" acts were presented in three huge shows on the central stage. All Scouts are given a chance to participate and recognition awards are given to outstanding groups. Such stage shows are built around a broad theme. "Citizenship" was the emphasis last year and a moving, four-act pageant was presented.

Overnight camping at the show site is a wonderful adventure. Tents are pitched by the Scouts. Here they cook, wash and make final plans for the next show. Camping methods are noted, and recognition given to the outstanding campers.

The Los Angeles Scout-O-Rama ranks as one of the best in the nation. Sponsored by the Los Angeles Newspaper Publishers Association, it has become an integral part of the community. The enthusiasm and interest shown are reflected in the tremendous ticket sales, attendance records and the generous coverage by newspapers, radio and TV. The total success of S-O-R is owing, in large part, to the volunteers, civic and business leaders, who work in cooperation with the Los Angeles Boy Scout Council. They put in three or four active months of work, helping with show planning, ticket selling and publicity.

An important by-product of Scout-O-Rama is the financial aspect. Scouts were taught the essence of good salesmanship by the Advertising Club, who handled distribution and promotion of ticket sales. Cubs, Scouts and Explorers sold fifty-cent tickets throughout the area. Part of the proceeds went into the unit treasuries of the Scout salesmen and were used to purchase camping equipment and handcraft materials and to sponsor camping activities.

With the full cooperation of professional and volunteer workers, business men and organizations, and general community interest and spirit, this event has come to stand as one of the most successful and best-loved projects in Scouting!

Miss Mary Ann Keeve *is a member of the Los Angeles Area Council staff of the Boy Scouts of America.*

Single Folks Over Twenty Make History on Oak Park Playgrounds

"Gay Twenties" Club

Lilly Ruth Hanson

Members of the Gay Twenties Club give out with a bit of close harmony at one of their get-togethers. Twenty-five is the average age.

A western suburb of Chicago, well-known as the largest village in the world, Oak Park, Illinois, has of today a population of 66,000. Recreation for adults has proven of paramount importance as a part of its recreation program. As the village is "club conscious," therefore, it is little wonder that the playgrounds organized two more clubs, namely, the Gay Twenties Club for young adults and the Senior Recreation Club for oldsters.

The Gay Twenties Club, as the name implies, is strictly for young adults with twenty-five as the average age of its members. The Senior Recreation Club includes recreation outdoors as well as indoors for the older adults. The two clubs were organized approximately at the same time in the spring of 1953, under the auspices of the Oak Park Playground and Recreation Board. The need for recreation for adults was evidenced by the rapid growth of these clubs in a few months.

"How, exactly, did the Gay Twenties Club get started?" is a most frequent question. Someone voices an idea in the beginning of all things or they would never happen. A social recreation institute, conducted by Mildred Scanlon of the National Recreation Association, was sponsored by the Oak Park Playground and Recreation Board in March, and was attended with an exuberance that surpassed all expectations. There was a marked fellowship noticeable which made the last day of farewell one of regrets. The fun was over and folks who attended the institute had played and danced together for three days. "Do you plan to continue with this social recreation?" or "When do we meet again?" were some of the questions asked. It had not occurred to anyone that the recreation department should continue to sponsor social recreation for this particular group. The purpose of the institute had been to offer techniques and games for social recreation to leaders and teachers. But with such marked enthusiasm displayed at a demonstration of social recreation and the apparent new movement that was sweeping the country, it was clear that social recreation for adults could be a recreation department goal. The board agreed that it be initiated as one of the activities.

The first step taken was the employment of a director to conduct social recreation for adults. From the group of enthusiasts at the institute a particular person, Mrs. Jo Drake, was chosen as director and leader of one of the playgrounds. Mrs. Drake had shown unusual interest and possessed all the qualities that were desired for such a position. She had conducted recreation in church, at PTA, as well as at her own dance studio, and also was an adept caller for square dancing.

The next step necessary was the selection of a planning committee, which was made up of representatives from different organizations. This was readily accomplished as planning meetings for the institute had recently been held. Thus the new committee included those who had shown the greatest interest in the planning of meetings for the institute, men and women from two churches, YMCA, Kiwanis Club, the library, and staff members from the

Miss Lilly Ruth Hanson *is director of recreation in Oak Park, Illinois.*

recreation department. At the first planning meeting a lengthy discussion ensued, problems solved by the committee were:

Questions

Whom should this adult group include? Should it include only young married people? Should it mix married couples and unmarried people? Should it mix parents and children? What ages should be included?

Answers

It is not healthy to mix married couples and unmarried people in a social recreation group that will continue with meetings over a period of time. Young single men and women over twenty years of age, however, have need of social opportunities for, as they come out of high school, their high school social ties are often dissolved.

Social dancing is one of the activities which appeals to the young adults who belong to Oak Park's popular club.

With these definite view points in mind it was decided that the recreation department should establish a social group for young single people, ranging from voting age and above. Now that the foundation was laid, the ball started rolling. Planning meetings followed, with more single people being added to the committee. Meetings were scheduled bi-monthly, on one Wednesday for social recreation and on the alternate Wednesday for the planning meetings —at Carroll Playground.

Enthusiasm had been aroused and Oak Park buzzed about the new club that was being formed. Newspapers and the local broadcasting station carried news; a hundred posters and flyers were placed in churches, hotels and stores; and the name "Gay Twenties" had been selected for the club after many names had been submitted. An admission charge of fifty cents would be made per person.

The first meeting was held on May 6 with an attendance of twenty men and twenty women. The evening had been planned so that every minute was "chuck-full" of mixers, get acquainted games, pre-party games, square dancing, and social dancing. At the close of the evening the group met in the Coke Room for soft drinks and potato chips. It was gratifying to look around this room of gay and happy young people who were strangers to one another in the early part of the evening and now, through recreation, had been brought together.

The following Wednesday was set for planning the next party, with several new volunteers added to the committee to help promote the new club. The attendance grew gradually and at present the enrollment has mounted to 237 with an average attendance of sixty to eighty-five.

Other activities that have been successfully conducted by this group are a bus trip and picnic on a Sunday, and an evening in the forest preserves, roasting wieners. One outstanding event which has already made history for the group is the marriage of a couple who formed a friendship at the club gatherings. Married couples remain in the club as honorary members.

A special event that deserves mention is the carnival which was conducted outdoors on the lawn with attractive booths and indoors with fortune tellers and taxi dances. Its purpose was to raise funds for a Christmas party. Members cooperated in decorating and constructing the booths the afternoon of the affair.

On entering Carroll Playground through a gate, one visaged the colorful Sidewalk Cafe where pretty girls acted as waitresses, serving soft drinks and salted nuts, and soft music over a public address system served as a romantic background. Other interesting features of the carnival were: a toy basketball game with leis as prizes; horse racing game; darts and balloons; a clown toss; extinguishing candles with a squirt gun; guessing the number of beans in a jar; miniature golf game; and a gorgeous girl who meandered through the crowd selling hand-made flowers.

The climax of the evening was boomed out as a Crazy Auction where they sold such items as a "diamond pin"—dime and pin—and many other articles with double meanings. Occasionally, a worthwhile thing was auctioned to furnish encouragement.

Within the past month the group has organized with officers, and plans to set up a constitution and by-laws. The recreation and playground board serves as a backbone for the club and employs a director who makes plans, with the aid of a committee, and conducts the program. The director stands in accordance with the president to promote a program which will supply the needs of single people. The position of director, upon the resignation of Mrs. Drake on September 1, was filled by Mr. Rosskamp Bush Vollman, the new groom in the club.

Quoting a few excerpts from a soliloquy by a member on the Gay Twenties: "I have memberships in young adult groups in churches and these friendships too are wonderful to have! I belong to a lodge and have pursued it to its maximum. But none of these give the sociability, dancing, and various diversions that are possible in a group such as the Gay Twenties. This group brings people together from various walks of life who have a thirst for good fellowship. The Village of Oak Park is fulfilling a need that is basically vital to the after-school age."

Please

ALL MANUSCRIPTS submitted for publication in RECREATION should be DOUBLE-SPACED, have GOOD MARGINS, and should be a first copy NOT a carbon!

Thirty Forty Club

Florence Birkhead

FOLLOWING upon the popularity of its two Senior Citizens' Clubs—organized in 1951 and now having a joint membership of 1,500, the Oakland, California, recreation department set up a Thirty-Forty Club last January as a direct result of inquiries and requests from this age group for a similar social recreation program.

For ten months, meetings were held twice monthly from eight until midnight at the popular Lake Merritt Clubhouse. By mid-October it was found necessary to move club quarters to the more spacious North Oakland Recreation Center where there are separate rooms for card games and dancing, and a good-sized parking area.

At first, members found folk and social dancing, game mixers, cards and special theme parties good fun, but soon many were requesting additional and more frequent gatherings. Special interest groups were organized in golf, bowling, hiking and bridge on weekends and additional evenings. One club member serves as chairman for each division.

The club is open to single and married men and women. There are no dues and the fifty cents admission at each meeting takes care of refreshments, game supplies, records and operational costs. Also, there are no officers; but a steering committee, on a rotating basis of two replacements monthly, handles the finances, program and organizational matters. Members are asked to serve one month out of every six on a committee (committees are kept to a minimum).

Two recreation directors serve as advisors to the membership, which at present numbers one hundred and twenty-five. For special outings, transportation pools are arranged.

On the evening of the change of headquarters, in order to make it a really festive affair, a name trio from a local hotel played for two hours of dancing.

With the Thirty-Forty Club well underway, another batch of inquiries came into the recreation department office. In general the statement was, "You have programs for seniors and for the thirty-to-forty-year-olds but what about us in-betweeners?" To answer these demands a Forty-Fifty Club got underway the last week in October, meeting on the first Saturday and third Friday of each month. This operates the same as the Thirty-Forty Club.

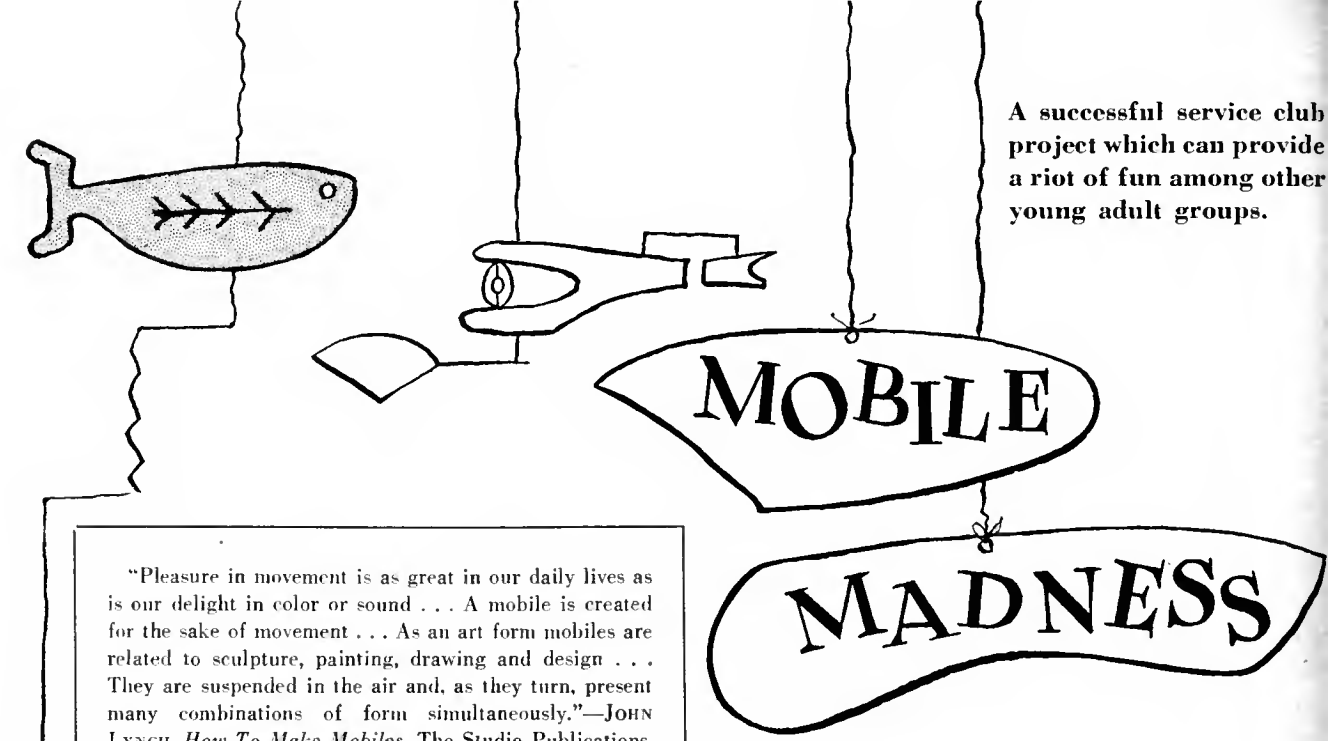
The North Oakland Recreation Center now is the headquarters for the three age groups, with the other senior citizens group meeting at the Park Boulevard Clubhouse. This center is equipped with a large lounge with a fireplace, large and small clubrooms, an outdoor patio for festivals and shuffleboard,

Thirty-Forty Clubbers in Oakland find congo line lot of fun. Their club is open to both single and married people.

and a barbecue and dining area outside. Here too is the Costume Service with its 12,000 costumes available for rental to civic, school and recreation groups at a small fee. On the second floor is Studio One, the city's arts and crafts center, where classes for adults and children alike are held the year around. Senior citizens have been avid in their painting, wood carving, ceramics, drawing, metal work, and going on art exploration trips. The center is accessible by bus from every section of the city.

Jay M. Ver Lee is city recreation superintendent.

MISS FLORENCE BIRKHEAD *is attached to the publicity staff of the recreation department in Oakland, California.*



A successful service club project which can provide a riot of fun among other young adult groups.

"Pleasure in movement is as great in our daily lives as is our delight in color or sound . . . A mobile is created for the sake of movement . . . As an art form mobiles are related to sculpture, painting, drawing and design . . . They are suspended in the air and, as they turn, present many combinations of form simultaneously."—JOHN LYNCH, *How To Make Mobiles*, The Studio Publications, Incorporated, and Thomas Y. Crowell Company. (See page 319, RECREATION, October 1953.)

Gertrude C. McConnell

WHILE working on a plan for the service club's summer decorations, and also trying to give impetus to our crafts program, we came up with the idea of making large mobiles—which seemed to be a happy solution for both problems. The first move was to obtain some source material, with the help of the Sixth Army crafts director. This consisted of magazine articles and illustrations, primarily concerning Alexander Calder, the originator of mobiles and stabiles.

Next, Master Sergeant Payne, our handcrafts man here at Fort Baker, spearheaded the project in many ways, such as gathering scrap materials for use, and helping the men to get ideas and to carry them out in constructing their mobiles. We also made mobiles for demonstration.

PUBLICITY AND PROMOTION

The biggest difficulties to overcome in putting over the idea of mobiles were:

1. Explaining and showing the men just what mobiles are, and how they move.
2. Getting across to them that *it's easy* and doesn't require any previous art work or special ability.

We stressed the idea that their mobiles could be completely abstract or that they could have a theme. Chief mediums of publicity were:

1. Wednesday night craft class devoted to collecting materials and making mobiles.
2. A big table of scrap materials near entrance of club and available for use at all times—source material was kept on this table.
3. Large poster on stage announcing Mobile Contest (referred to later).
4. Use of theatre mats, and announcements at service club events.
5. Weekly program bulletins.

MATERIALS USED:

It is interesting to note that no materials were purchased for use in this project. In fact, it was a good way to clean out supply cupboards of excess "junk." Sergeant Payne gathered scrap materials from all areas of the Post including the junk heaps. Some of the materials used were: wire, ping pong balls, plywood, branches, screening, metallic paper dishes, metal stripping, aluminum foil, candy wrappers, rubber rings, rubber bands, empty film reels, and, of course, construction paper, and water and oil colors of all shades.

THE CONTEST

In order to focus more interest and attention on the project, we held a contest covering a little more than three weeks and climaxed the event with our weekly post dance which was called "Mobile Madness." A first prize was given to the winner at this time, along with two honorable mention awards. The judging for the mobiles was done by two Marin County artists, Mrs. Elsie Pomeroy and Mrs. Mary Engelhart. The mobiles were judged on the basis of originality and interest, mobility, and color. The winner

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MISS GERTRUDE MCCONNELL *is service club director at the Fort Baker Service Club in Sausalito, California.*

Digitized by Microsoft®

were: First—Corporal George Punches for "The Thing" —an abstract mobile. Honorable mention—to Private Denny Bennisen and Private Wally Brandenberger for their mobile entitled "A Night Out." Honorable mention to Private Dick Engelman for "The Acrobat."

Interesting Sidelights

We've never undertaken a project that turned out to be so much fun and so full of surprises, once the idea got into full swing. The first item of note was this: the men had to be convinced that it was easy to do—and usually we had to give them an idea to start with. Secondly, the most unlikely people (in our opinion) came up with excellent mobiles. For example, our prize winner, Corporal Punches, until the time of this project, had taken no active part in any club activities—and when he first became interested in this art, he had no idea of what a mobile was. He made three of them, all excellent, and the men even dubbed him "Mr. Mobile." This project seemed to mark the opening of new interests for him, because since that time he has taken up ballroom dancing, along with square dancing, and now is interested in being in a play.

Another feature that developed spontaneously was the naming of the mobiles. This brought a lot of laughs in many cases. One maze of tin, rubber rings and wires was

Mobileers check scrap table with the assistant service club director, Rita Ringwood, for materials for their creations.

called "The Frustrated Ford." Another monstrosity of branches, red cloth and several unidentified parts was dubbed "The Sick Duck."

Conclusions and Analysis of Project

It is our hope that every service club will have a mobile project, not only because it is fun, and easy to do, but both from the club operation standpoint and from the servicemen's view, we believe it to be valuable for these reasons:

Service club operation—

1. Mobiles were made large and suspended from the ceiling —therefore they are excellent decorations because they are varied and colorful, and are a continual source of comment among visitors.
2. The project is a budget saver: our only expense was that of the prize offered, the materials were all scrap.
3. No "expert crafts instructor" is needed since the idea *just grew* from picking up a piece of material and beginning to doodle with it. A director can get someone started, but need not be confined to the project all evening.
4. More men participated in this crafts project than in any previous idea we had used. There are about fifteen mobiles in the club display, but there were approximately thirty to

Servicemen building their mobiles of wire and screening. "The Acrobat" figure is being attached to circular wire frame.

Corporal George Punches proudly displays his prize winning mobile made from an abstract design using plywood pieces.

thirty-five men who had a hand in working on these and on a few that were mere attempts. Plus this, there was much "coaching" from the sidelines.

Enlisted man's view—

1. No special techniques or previous artistic ability is needed.
2. Chance to compete for a prize, or to work just for the fun of it.
3. Mobiles on display for all to see. (Whenever visitors comment, we make sure that they know who made the mobile, if the man is present in the club.)

A "Program Aids" bulletin with instructions on how to make these mobiles will be published by NRA later this year. Other information on mobile construction appeared in the December 1953 Recreation on page 433.

Social Games for Young Adults

TOOTHPICK AND MINT RELAY. This requires coordination. Players, each with a toothpick, are lined up in teams. The first person in each team is given a candy mint, with a hole in the center, which he places on the toothpick held in his teeth. He then passes it to the second player's toothpick (no hands, please!). Team getting mint down line first wins.

MUFFIN TIN BOUNCE. A game requiring the simple equipment of ping pong balls and muffin tins, and having many scoring varieties. Players stand behind a throwing line and toss five balls (one at a time) at the two tins placed on a table—the first one flat and the second one tilted. Players may be required to bounce the ball in one of the sections of the first tin before it lands in the second tin in order to score; or each section may have a different scoring value, with those hardest to achieve having highest value; or balls landing in the first tin may count a minus score against those landing in the second tin; and so on. Ball must remain in section in which it lands in order to count at all.

RING TOSS. Rubber jar-rings and an overturned chair are the essential props for this game. Each player in turn receives five rings and scores ten points for each "ringer" he makes on a chair leg.

HANDCUFFS. A
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FIND THE LEADER. An often-mirth-provoking circle game for any number of players. "It" is selected and leaves the room while the other players choose a leader. Then "It" is recalled and steps into the center of the circle. The leader inconspicuously starts a motion—such as patting the top of his head, tapping his foot, folding his arms, and so on—unseen by "It." All the other players immediately imitate the leader, who changes the motions as soon and as often as possible, without letting "It" discover who is the leader.

ıccess of the games and mixers which are illustrated and described ıas been attested to and proved many times over. All of them re- a minimum of equipment—the manner in which they are ıted and the care taken to adapt them to the particular group, and place are the important factors. Shown in the pictures on ıge are young adults in action at recreation laboratories held at ewater College, Virginia, and Brethern Service Center, New ıor, Maryland, and at social clubs in Houston and Austin, Texas.

ıusing mixer for early ring or ribbon, about wrist of one player; is looped through the to the wrists of the the couple to try to king the strings or e if one player takes p through the loop on ver and down his hand.

FEED THE MONKEY. A contest which affords the spectators many laughs as the blindfolded couples attempt to feed each other a bowl of popcorn. Winners are the couple who do the best and speediest job of it. This game is also fun — but messier — when ice cream or pie are used.

TURTLE RACE. A little prior preparation is needed to make the turtles, which are cut from wood or heavy cardboard. A hole large enough for a cord to slip through easily is made in the turtle's heads. It is a good idea to also put adhesive tape strips on the feet of the turtle to keep it from slipping or skidding. One end of a long cord is fastened to the rungs of a chair or to a table leg, about as high from the floor as the turtle's height. Each turtle is strung on one of these cords with the feet resting on the floor. Each player holds cord and, on "Go" signal, moves his turtle toward the attached end of the cord — the finish line — by gently jiggling the cord.

CORKER. For the alert players who don't mind getting down on the floor. Equipment consists of a pan lid and pair of dice for one player and a cork tied to a two-foot piece of string for each of the others—plus beans for counters for all. Each player puts his cork in the center of the circle and holds the other end of the string in his hand. Player with the dice rolls them as he holds the cover a foot above corks. If a seven or eleven turns up, he bangs the cover down, trying to catch the corks before the other players can jerk them out of the way. If any other number turns up, he re-rolls the dice, and players must not move their corks in any way. If they do they pay a fine of three beans. Cover banger collects three beans from each player whose cork he catches, pays three beans to those who get their corks away in time. Each person has five turns to roll the dice, then passes dice to left.

. . . And More Games

GEOGRAPHY RELAY. This game requires a large outline map of the United States, with state borders, major rivers and cities indicated but not titled (these may be purchased in school-supply stores or traced from other maps), a large box or tray with slips of paper containing the names of the various places—a different color and names of different places for each team—and straight pins or thumbtacks. Each player on a team— in turn—runs up and selects a slip in his team's color and pins it in the proper place on the map. If he can't correctly locate the place, he returns the slip to the box and draws again—until he draws one he can place. First team to have every player correctly locate a place wins. This can also be played using a map of the local area, city or state, or with a world map, instead of the United States.

BLOW POLO. For equipment, a large square or round pan, tub or dish, with the sides marked off into four equal sections (use nail polish for marking), and a ping pong ball. Fill the pan half-full of water. The pan is placed on the floor or on a table, and four players participate at a time, each guarding one section of the pan. (If pan is on the floor, players will have to get down on hands and knees; if it's on a table they can sit on chairs or stand.) The ping pong ball is dropped into the center of the pan and players try to blow it so that it strikes against the side of the pan in a section one of the others is guarding. Each player is eliminated as soon as the ball strikes his section. The ball is centered again and play resumes until just one player remains. As a relay, four teams may be used, with one player from each team competing in each set and the winner scoring one point for his team.

HARPOON. This also requires a pan of water, needles on yard-long pieces of thread (knotted on both ends), and cranberries. A number of cranberries are floated in the pan, and each player, in turn, tries to harpoon and retrieve one with his needle. Play continues until all the berries have been caught and person with the most wins. This game may also be played as a relay or progressive game by having a limited number of players compete (one member of each team or one progressing group) for a set number of minutes.

PAPER PLATE PASSING RELAY. For each team, a paper plate and two ping pong balls are needed. Each team forms a circle and each leader places the ping pong balls on the plate. On the "Go" signal the teams start passing the plate from player to player around the circle—using only the index fingers of both hands to balance it. Player droping plate or balls must pick them up and continue the passing. First team to get plate around circle three times wins.

PROVERBIAL ARTISTS RELAY. Equipment consists o box containing slips of paper with proverbs written o them and a blackboard or large sheets of paper. First perso on each team takes a proverb from the box and, on paper o blackboard, illustrates the proverb so his team can gue what it is. As soon as team guesses correctly, second perso takes his turn. First team to guess all the proverbs illustrate by players wins.

BALLOON FREE THROW. Make a hoop of wire (a co hanger can be quickly and easily bent into a circle—leavin the hook as is for hanging the hoop) and fasten it in a open space, about ten feet above the floor. Mark a throwin line a few feet away from the hoop. Players, standing at th throwing line, take turns trying to toss a balloon (one tha is smaller than the hoop) through the hoop.

HOW'S YOUR HUMOR? Select several cartoons from ol issues of magazines or newspapers. Cut off the caption mount the cartoons on pieces of paper and number then Place them on a table or hang them on the wall. Give eac player (or couple) pencil and paper and have them writ down cartoon numbers and what they think would be ap propriate captions. Read off all the captions and let th whole group choose the best ones.

LILLIPUTIAN GOLF. Make a *very miniature* golf cours on the top of a table, using paper circles half-an-inch i diameter, pasted to tables, for holes and small boxes, ja rings, buttons, and so on, for hazards. Dried peas are use for golf balls and toothpicks for clubs. Each participan counts the strokes required to make each hole.

WORD BUILDER RELAY. Equipment consists of a set o lettered cards for each team (one letter on a card, one car for each team member), and pins to fasten cards with Letters used are those in a word with as many letters a there are players on a team—for holiday or special occasio parties use pertinent words such as Valentine, Hallowe'en St. Patrick, and so on—and each team has the same word Each person wears his card and, on the starting signal, eac team forms as many words as possible of three letters o more. As each word is decided upon, the players wit letters comprising it must run forward in proper sequenc to a game leader, at the front of the room, who records th word. They then return to their team and compose anothe word. Team which earns the most points, on the basis o one point for each letter in each word spelled, wins.

Rutherford Platt

Let's Take a Look at Winter

WHEN winter overwhelms the countryside, plant life appears to vanish. We think that nature has lost all its charm of color. This is an illusion. Many plants are alive and flourishing and all the colors can be seen if you look closely.

All kinds of trees and woody shrubs are alive, not only evergreens but also those that have lost their leaves. The so-called stark "skeleton" of a tree without leaves is very much alive. It's covered with living buds—seven million of them on a mature elm tree for example. Moreover, when a tree is without organs for losing water vapor into the air (leaves do that) the roots are still taking in water, and the water content is constantly increased in winter until it becomes virtually a living standpipe of sap.

But to see the great variety of living plants in winter, you have to change your perspective and look for small plants. You find them near the bases of trees, in hollows, beside rocks, along streams or low down in the grass. The small size of these plants gives protection from winter killing.

Most primitive plants are alive in winter. These are the hardy pioneers which pre-dated in geologic history the flowering plants identified with summer. These primitive plants never have flowers but reproduce from microscopic cells called spores.

FUNGI. The commonest winter fungi are the "brackets" or shelf fungi. They are related to mushrooms, but they are tough and woody. Many have rich colors. They are built with concentric rings—like the annual rings in wood.

ALGAE. Seaweed is the most conspicuous form of alga. But a small relative of seaweed is found on inland ponds and on trees. A woodman's tradition is that "moss" grows on the north side of a tree and this fact can be used as a compass if you're lost in the woods. This is not a "moss" but a colony of bright green algae—and it grows on the north side of a tree because that is the dampest side.

LICHENS. Curious and mysterious plants compounded by the merging of the bodies of a fungus and an alga. Probably the hardiest plant that grows. It is entirely individual, resembles neither of its components, is easy to find in winter, usually in very dry places. Appears silvery gray, sometimes green or yellow in color but often with brilliant red spots. Fantastic shapes: wine glasses, coral, pagodas or sprawling flat like a spilled liquid across rocks and trees. "Reindeer moss" of Greenland is a lichen.

MOSSES. All are green and flourishing in winter.

FERNS. Some are evergreen. The Christmas fern is most famous and common in the woods. Polypody ferns cover rocks. Shield ferns fill hollows and woods as in summer.

CLUB MOSSES. Often used for winter decorations. Also known as ground pine. But club mosses are neither "moss" nor "pine"—they are very beautiful green plants that cover the floor of woods especially in hemlock forests. Three entirely different forms may be found growing side by side: one a long, round garland, about an inch in diameter, trails over the ground; another is like little fans four or five inches tall; a third is a slender column, six or eight inches tall, like a miniature reproduction of a pine tree. These club mosses are "living fossils." They are the remnants of huge prehistoric plants whose bodies make up the bulk of our coal. They became buried in the earth and turned into almost pure carbon.

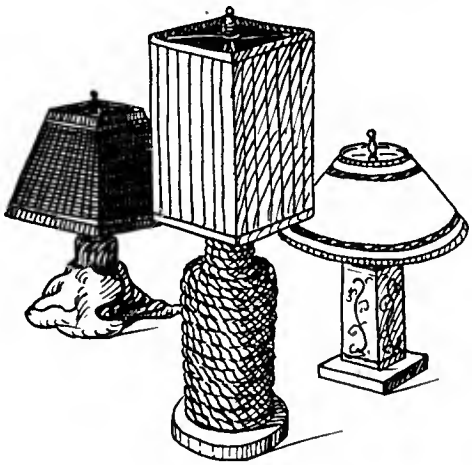
Besides these primitive plants, the flower-like forms of seed pods are vivid in winter. Also many berries abound in blue, red, orange—the cafeterias of winter resident birds.

Even flowering plants are frequently found. Some of these are "evergreen" in the sense that they don't lose their leaves. They keep right on living although their leaves toughen and take on bright hues. The pitcher plants and wintergreen are good examples.

So take a walk in winter. There's much life and color to see.

Reprinted from *The Camp Fire Girl*, December 1952.

Make A Lamp



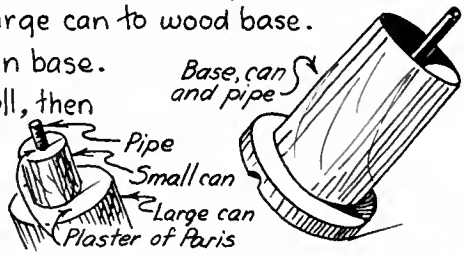
MATERIALS

Rope, Tin Cans, Tacks, Wood, Driftwood, Stain, $\frac{3}{8}$" Copper Pipe, Plaster of Paris, Glue, Sandpaper, Wire Cloth, Coat Hangers, Oil Paint, Varnish, Parchment Paper or Wall Paper or Cloth, Solder, Electric Fixtures and Wire, Washers, and Binding Tape.

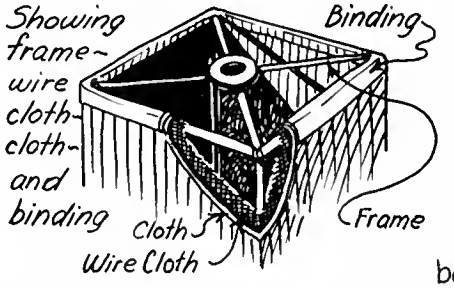
METHOD

1. Rope Lamp: a. Cut wood base desired size and shape with hole and groove for $\frac{3}{8}$" pipe.

b. Stain base and polish. c. Select one large round tin can and one small can and cut hole in bottom of each for tube to go through. d. Tack large can to wood base. e. Cut copper pipe required length and fit into hole in base. f. Mix plaster of paris and pour into can - fill about $\frac{3}{4}$ full, then put small can in place and fill both large and small cans with plaster of paris. Let set until hard. g. Cover both cans by winding rope around them.



Note: Cover surface of cans with glue to hold rope in place - start winding rope at bottom. h. Next make lamp shade. For wire frame use old lamp shade or make frame out of coat hanger. If coat hanger is used cut wire lengths needed and solder pieces together. *Note: Whenever possible bend wire at corners to eliminate unnecessary soldering.* Next cover wire frame with wire cloth - then cover wire cloth with paper or cloth and bind edges with binding tape.



2. Painted Lamp: a. Make wood base as described in *Rope Lamp.* b. Use one or more tin cans and attach to base and pipe and fill with plaster of paris. Make lamp shade - *select proper size and shape to go with lamp base.* c. Paint can and base with flat enamel - decorate with artist oil paints and cover with clear varnish. *Note: Attaching can to base etc. and the making of the lamp shade use same construction as described in making the Rope Lamp.*

3. Driftwood Base Lamp: a. Select interesting shape and grain of wood - sand paper smooth. b. Level area for tin can (*can not always necessary*). c. Drill $\frac{3}{8}$" hole for pipe and assemble base. d. Decorate tin can area - if used. e. Make lamp shade. f. Stain and polish the base.

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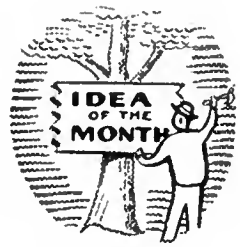

CINDERELLAS of the RIDING PATH

Public recreation departments must, of course, provide for as wide a coverage of programs for every age group as possible. In doing so, however, sometimes it's easy to forget or to neglect to provide some of the "extras"—activities for certain smaller interest groups (such as those among young adults) and with certain elements of adventure and glamor. Such programs need not be expensive, and they fill a a real need, particularly when they may be the beginning of a lifetime interest.

Bangor, Maine—a city of around 35,000 population—found that horseback riding was such an activity. In the middle of its biggest and most successful city-wide program, it found time to provide an opportunity for children and adults to learn and to enjoy riding. Ben Campbell, director of recreation, tells the story in such a way that will make your city wish to try his plan.

JIMMIE was ten years old, and "just folks." He had a paper route. Up and down Main Street, five nights a week, Jimmy sold the latest editions. But on Saturday afternoon, without fail, he took in a picture show—at any theatre that was showing a Western. For Jimmie had a crush on horses. Once each week that leather-covered seat in the balcony was transformed into a saddle in Jimmy's facile imagination, and he galloped over the Western landscape, happy as a carefree colt. The thought that he would ever actually have a chance to learn to ride a horse never entered Jimmie's mind.

Then came the day. Jimmie opened his roll of papers, and there, on the front page, a startling announcement greeted his eyes: CITY RECREATION DEPARTMENT TO START RIDING CLUB! Within five minutes Jimmie was talking to the recreation director. He learned that transportation to the stables, supervision, and riding instruction would be furnished by the recreation department free of charge, the only cost to him would be the $1.00 (club rate) which he would have to pay the stable man for the rental of the horse. Jimmie's name led all the rest on the riding club list. The next Saturday morning he had first pick of the "beginners'" horses; and his long-dreamed-of career as a horseman had begun.

Now let us leave Jimmie for a few minutes . . . As an old cavalryman and riding enthusiast, I see many attractive features about a Recreation Riding Club. One of the greatest is this: It can bring this "sport of kings," this rich man's pastime, within reach of the kid next door, the boy and girl who have dreamed, but never expected the dream to be realized—the Cinderellas of the riding path.

Of course there are many practical details to be worked out in each instance, but to do this in connection with a desired activity is "duck soup" for any recreation person.

In the first place, you must provide real, live horses to ride; which means that you must make a deal with a riding-stable man. Any stable man will give you special rates, for you will have an organized and supervised group, and will bring him business in sizeable bunches. In addition, an organized group will bring the horses back in good condition—no abuse, no running the legs off them. That, too, will be appreciated.

Rental rates? You may have a choice of stables. If you ride from a stable which has better horses and equipment, it will cost the club members more money. This may make it impossible for youngsters like Jimmie to ride. The other kind of stable will have run-of-the-mill horses, including plugs, and will have mediocre tack, but will provide the advantage of lower rates. We use two stables, thus satisfactorily taking care of two economic groups.

Supervision-instruction is of course a *must*. If you have someone in your departmnet who can handle this, so much the better, and you will save money. If not, there is always an enthusiast in every community who will be ready to instruct—for expenses. It requires a thorough knowledge of horses and horsemanship, and a good sense of responsibility. In the ring, where the new riders start, safety and control factors are not great problems—the instruction is the thing. Out on the trail, however, the situation is reversed. But don't let the element of danger scare you. In the six years of the operation of our club, we have had no accidents serious enough to require the services of a doctor. On a trail ride, a rider of some experience is placed out front on a horse which will lead (like people, some horses are leaders, other followers) while I bring up the rear. I can then see what is going on at all times, and can act as trouble-shooter. Usually, any trouble consists of such things as a

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loose cinch, a broken strap, a dropped rein which the rider can't recover, a stubborn horse. All are easily handled.

A number of things which may help to guide you:

- Get parents' written permission to take their children riding. Point out calmly that, while the danger is small, the youngsters will ride at their own risk.
- You—the leader—should try out the horses first, so that you will know them.
- Advise on proper clothes. Riding costumes are fine, but so are dungarees and flannel shirts. No sneakers or sandals. Lacking boots, sturdy leather shoes with heels will do.
- Discipline is even more important here than in other activities. Keep your riders grouped closely together, insist on strict obedience, the riders must be kept under control, else the horses can't be.
- As soon as possible, promote novices from the ring to the trail: ring riding becomes monotonous for those who are riding just for pleasure.
- (Westerners, skip this!) Here in the East where horses step high at the trot, teach your riders early to *post*, instead of taking the bumps. It will save their *upper insides* and their *lower outsides* a lot of punishment, and the majority will prefer it.
- Picnic rides are very popular. A moonlight ride once a season—thrilling and romantic! I am speaking only o romance between horse and rider—of course!

Don't ever be surprised at what a horse may do to a rider. I don't mean that a knowing horse will take ad vantage of a new rider, though that is perfectly true. But tha bold rascal of a boy on foot may be a Milquetoast on horse, while that meek and mild one, once in the saddle may want to yell like a Comanche and race for the othe side of the county!

- Dues and membership cards and officers if they wan them. Winter meetings to keep up interest. And you wil find that while some, who knew that they would *just lov riding*, are easily discouraged, the ones who really go fo it are gone for keeps.

And now, let us return to Jimmie. He graduated from hi paper route to a part-time job in a neighborhood garage and he saved his money. He now has over $300 in the bank Says Jimmie: "I'm not quite ready just yet, but I will b soon. Then I'm going to have a horse of my own—and good one too!"

Then Jimmie will be a horse owner in his own right. An the Recreation Riding Club will carry on for those wh started as Jimmie did—the Cinderellas of the riding path

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Ideas That Click

These were listed in the Pet Ideas session at the Governor's Conference on Recreation, State Teachers College, Towson, Maryland, in March 1953.

1. Subscribe to publications that have pet idea sections.
2. Get on the mailing lists of organizations and groups with unique ideas.
3. Paint moving apparatus on playgrounds and in gyms a bright color as a safety measure.
4. Serve coffee and pie during directors' and board meetings.
5. Organize groups for "BB" gun instruction.
   a. Local rod and gun club might assist.
   b. Safety council support is helpful.
6. Tips for trips—ideas and suggestions for groups and individuals to use while traveling.
7. Secure calendar of municipal events from chamber of commerce. Supplement your program with this information.
8. Prepare "Coming Events" schedule.
   a. Serves as "tickler" to staff.
   b. Shows good organization.
9. Award certificates of achievement to citizens and lay groups who assist with the program.
10. Let your stationery advertise your agency or program. Use pictures or maps and so on, on cover or on back.
11. Use waste products of local industries for craft materials.
12. Establish a baby-sitters' school.
13. Put out a playground newspaper.
14. Party lists—admit free:
    a. Everyone with blue eyes.
    b. Those weighing an exact multiple of ten pounds.
15. Try a school for training athletic officials, among your volunteers.
16. Give credit to all individual groups or organizations assisting with a project or program. Don't overlook anyone.

Pamphlets on the Teen-Ager

A partial list of the many good published materials available at small cost. Write for prices to addresses given.

UNDERSTANDING THE ADOLESCENT, *Smiley Blanton*. American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois.

GUIDING THE ADOLESCENT, *(Catalog No. FS3.209;225)*. Children's Bureau, Superintendent of Documents, Washington 25, D. C.

KEEPING UP WITH TEEN-AGERS, *Evelyn Millis Duvall.* Also other pamphlets on this subject. Public Affairs Committee 22 East 38th Street, New York 16, New York.

LET'S LISTEN TO YOUTH, *H. C. Remmers and C. G. Hackett.* EMOTIONAL PROBLEMS OF GROWING UP, *O. Spurgeon English, M.D., and Stuart M. Finch, M.D.* FACTS ABOUT JUVENILE DELINQUENCY, *Ruth Strang.* Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois

UNDERSTANDING YOUR TEEN-AGER Metropolitan Life Insurance Company, 1 Madison Avenue, New York 10, New York.

MAKING TEEN CENTERS SUCCEED. New York State Youth Commission, Albany, New York.

YOUTH CENTERS AND COUNCILS. California Youth Authority, Sacramento California.

YOUTH PARTICIPATION IN ADULT-SPONSORED YOUTH ORGANIZATIONS.

YOUTH UNITED FOR A BETTER HOME TOWN.

NEW STUDY OF YOUNG ADULTS. (See Page 18).

National Social Welfare Assembly, 34 East 46th Street, New York 17.

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SANDERSON, VIRGINIA, "Choral Speaking." *Quarterly Journal of Speech,* June 1933, page 421.

WALKER, GRACE, "Choral Speaking in its Relationship to Human Understanding." *Education,* November 1947, page 167.

Recipes for Fun

Choral Speaking

Part I **James F. Penney**

The first of two articles on choral speaking as a recreation activity. The second of the series will contain practical exercises and how-to-do-it material for leaders who have not previously tried choral speaking with their groups—and a list of selections.

The possibility of using choral speaking or group recitation as an effective social recreation activity apparently has not been sufficiently explored—if the literature in the social recreation field provides a criterion of judgment. Because leaders both skilled and semi-skilled are constantly on the look-out for new and unusual kinds of group activities, they may be interested in choral speaking as a device which will appeal to groups of widely varying ages, sizes and compositions.

What is choral speaking? It is, first of all, a group activity based on the same essentials as group singing—rhythm, cadence, tempo, pitch, teamwork. Choral speaking involves the reading or reciting of prose or poetry by groups under a leader whose authority rests on skill, training and rapport with the group.

Values

A number of possible values may accrue from this type of social activity. Essentially similar to singing, the demands for group discipline, cooperation and unity are inherent in one as in the other. Beyond that, choral speaking may appeal to a wider range of individuals, since those few who feel inadequate when singing—the "tone-deaf" and the "I-can't-carry-a-tune-in-a-basket" type—can achieve the same sense of oneness with a group doing reading and recitation, because it calls for more usual and (for such a person) less esoteric skills of the vocal chords. There is the possibility, too, that choral speaking may be utilized as a means of broadening social understanding and increasing knowledge and appreciation of prose and poetic literature.

Adapting Choral Speaking to Social Recreation

The literature covering choral speaking indicates that it is largely considered to be an art form requiring highly-skilled, trained groups centering their performances on a passive audience. *From the standpoint of recreation, there is no more need for it to be thus highly structured and audience-oriented than there is for music to be so structured and organized.* There are, in other words, levels at which such activities can be performed, and one important level is the informal, social recreation group activity. Groups can obtain as much enjoyment in the less skilled, more participant-centered performance as in its more formal counterpart.

Leadership

The leader of a choral speaking group should be an able reader himself, particularly in the technics of impression and expression by which the spoken word is made to come alive and take on meaning and color.

- He should be able to stimulate his group into an analytical study of the poems or prose selections to be used, and yet not permit the study to go to the length of tearing the material to tatters and letting it become a chore instead of a pleasure.
- He should, as must the song leader, be sensitive to sound effects, and have the ability to achieve blendings of voices which will enable the group to realize pleasure in its own sounds.
- As with all recreational leaders, he must be able to imbue the group with spirit and interest, and to communicate easily and naturally with them.

Selections

Selections chosen should appeal to a universality of experience and have a fairly objective emotion. The leader must be sensitive to the composition of his group as he selects his material. Age, educational level, sex ratio, general interest areas, and the like, should be taken into account if a well-planned program is to result.

- Ballads, sea chanteys, and marching songs could be used as poems to be read rather than sung.
- A few sonnets, such as Millay's *God's World*, are adaptable to choral speaking.
- Epic poems, such as Benet's *John Brown's Body*, lend themselves to
- Humorous verse as that of Lewis Carroll or Edward Lear.
- Poems of philosophical content when the subject is directed toward the audience, such as Lindsay's *Abraham Lincoln Walks at Midnight*, are other possibilities as the group attains a measure of experience with the medium.

Arrangements

Arranging materials for use by verse choirs or recitation groups is as important as selecting them. There are five fundamental requirements which the arranger must strive to achieve:

- Contrasting volumes of sound.
- Variety in qualities of sound.
- Variety and color in the repetitive sounds.
- Symbols of different reactions or aspects of the story.
- Distinct quality for the explanatory or non-action phases of the story.

Normally, these requirements are met by the skillful blending of a series of semi-choruses; however, the beginning, non-perfectionist group probably could do nicely with three groups—high voices, middle voices, low voices. A relatively simple approach would be to have straight-forward statements of settings assigned to the middle range; with the higher and lower ranges used for effects and reactions, or to portray specific characters in a narrative. This basic arrangement may be varied by the use of solo parts and various refrain arrangements.

Solo lines are effective—especially for direct quotations—when assigned to an individual, so that his voice contrasts to the mass weight of the whole group. In some kinds of materials the leader may take a solo part while the group joins only in the refrain.

It is important that the voices do not fall into the danger of the "deadly monopoly" which will kill interest in any group activity. To prevent it, the individuals must be able to hear the melodies they are making as a group, and to understand what they are attempting to do. Insistence on clarity will insure logical meaning; the leader's skillful use of melody and rhythm patterns by means of significant modulations and arrangements of voices will add the emotional meanings and overtones which will make the material come alive.

How to Form a Junior SYMPHONY ORCHESTRA

Keith A. Macdonald

If your city does not have a junior symphony and it's impossible to start one—read no further.

For those who have read this far, and for recreation directors who are willing to give any good idea a trial—read further. The following information concerning the junior symphony might help those interested in forming one.

Here's the picture in Vallejo, California. We have a Senior Symphony Association which has been established for a good number of years; although, until three years ago, the only way in which the recreation district was contributing to the senior symphony was through our summer band program. However, this past year, about a month after school started, each music director in the elementary, junior high, and high schools, and surrounding communities, was contacted and informed that the recreation district desired to establish a junior symphony orchestra. Each director was asked to present the names of some of his outstanding musicians who, in turn, were sent letters by our department. The two co-directors, secured by the recreation district, set up the following list of instrumental distribution, which they felt would fill out a good junior symphony orchestra:

24 violins	1 alto saxophone	2 flutes	4 drums
3 trombones	6 string basses	6 cellos	2 oboes
3 clarinets	3 bass clarinets	1 tuba	1 piano
3 trumpets	1 tenor saxaphone	1 harp	4 horns

Mr. Keith A. Macdonald is the executive director of the Greater Vallejo Recreation District in California.

At a given date, all interested musicians appeared for try-outs. This gave the co-directors not only an opportunity to determine the calibre of the musicians but also to weed out those who could not play the required music. The fee for the total series was only $3.00 (for twenty rehearsals and the concerts) which, in comparison, is about the cost of one private lesson. We were able to obtain the use of the Vallejo College music room, and rehearsals were held every Saturday morning from 9:30 to 11:30. Three concerts were held during the course of the year, spaced midway between the senior sypmphony concerts. Through the cooperation of the Vallejo Unified School District board of directors, we were able to use some of their instruments on a loan basis, at no cost. Soloists for each concert were some of the outstanding teen-age musicians in our own schools. All soloists were presented with twelve beautiful roses at the conclusion of their numbers. Through the efforts of KVON, the local radio station, the concert was broadcast, and the only charge to our department was the wire rental.

In a recent news article, the San Francisco *Chronicle* stated in its report of the First Annual Symphony Orchestra Conference: "The situation in Vallejo seems particularly progressive and mature, because Vallejo has established a junior orchestra to feed its big orchestra, which has resulted in high praise for local efforts."

An interesting factor on costs to conduct the junior symphony is that the total cost for conductors and music totalled $550 and total income was $170, or a net cost of $380. The average participant attendance averages forty-five per week, from mid-November to mid-May. This means that the cost per participant is twenty-three cents. I felt that for the first year's experience, this was a reasonable amount, but next year we'll try to lower the cost by increasing the fee from $3.00 to $5.00. Recreation departments who can draw from the schools within their city and surrounding communities should not find it too difficult to start this very fine recreation activity for young adults.

It isn't necessary to know how to play an instrument in order to appreciate music. My bagpipe playing is definitely off-key, yet I enjoy symphonies very much.

Junior Symphony Orchestra, sponsored by Greater Vallejo Recreation District, presents first season's opening concert.

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Notes for the Administrator

Maintenance Needs

A local superintendent of recreation writes: "We are dependent upon the parks department to assume the responsibility of maintaining our recreation facilities.

"I have definitely experienced considerable difficulty in having our maintenance and improvement needs fulfilled. I believe an excellent example has been evidenced here where we submitted a total of thirty work orders between January 15 and February 6, 1953, requesting some of this work to be effected by April 15, thus giving the parks department two months to effect this work. To date (May 5) only three have been fulfilled.

"Of course, we must not lose sight of the varied responsibilities of a department or agency responsible for property maintenance, nor must we lose sight of the fact that it is human nature for administrators of parks departments to give major preference to their own requirements and needs. I have found that many parks executives do not work with community groups in relation to the parks and recreation programs and consequently, do not understand the diversified maintenance requirements pertaining to the development of a community recreation program.

"After conversations with other recreation superintendents, I find that they have unanimously encountered similar difficulties. In fact, I have not been able to find a single community which finds that the aforementioned arrangement is satisfactory. However, on a local basis, I am determined to work out the problems involved so as to give it a thorough trial. One of the greatest difficulties involved is that of creating an interest on the part of the staff when necessary maintenance work is not fulfilled."

* * *

An example of city school cooperation is cited in the report of the Parks, Playgrounds and Recreational Board of Phoenix, Arizona, for the year ending June 30, 1951. Cooperation was extended the department by the Phoenix Technical School which assisted with repairs and fabrication of structures. Students of the Technical School used as projects tennis stands, diving towers, backstops, light towers, and similar steelwork, as well as repair of mechanical apparatus. The report includes a photograph showing the use of a diving tower framework as a class project.

In Brief . . .

• Recreation facilities for the use of employees have been liberally provided in the new home office building for the Pheonix Insurance Company in Hartford, Connecticut. Among these facilities are a recreation lounge, four bowling alleys, auditorium and men's and women's lounges.

• From the 1951 report of the president of the Board of Park Commissioners, Minneapolis, Minnesota: "As I look back over the history of our park board and the eighteen years I have served as commissioner, one of the main contributing factors to the recognized successful, usable park system we have is that the board has been a policy-making board, reviewing the recommendations of the skilled technically-trained staff and adopting or rejecting the projects submitted, making sure they best serve the people of our city."

• The city council of Fullerton, California, has passed a trailer park ordinance which provides that adequate space shall be provided for playgrounds in trailer parks. The city has no trailer parks at present; nor have play space standards been adopted for them.

County Recreation Development

• The *North Carolina Recreation Re*
view for May-June 1953 contains a de
tailed report of recreation legislatio
introduced and passed in that state du
ing latest biennial meeting of the legis
lature. One of the bills, ratified on Apri
7, is of unusual interest:

970—An act permitting Granvill
County to acquire, for recreational pu
poses, lands located outside said count
and the State of North Carolina. Citin
portions of land in Virginia and i
Vance County which are accessible t
Granville County for recreational pu
poses, and which Army Engineer Corp
is willing to lease to county for suc
purposes, it authorizes county commis
sioners to enter into long-term leas
for such lands; commissioners or cou
ty recreation commission (there is
legal recreation commission) ma
spend, for development of such lan
funds which could be legally spent fo
recreational purposes in Granvill
County. Net profits from operation o
property are to be used (1) to repa
county commissioners for acquisitio
and development and (2) for reinves
ment by commissioners of recreatio
commission for recreational purpose

• According to a report entitled "Pub
lic Recreation as a Municipal Servic
in Alabama," issued in June 1953 b
the University of Alabama and the Ala
bama League of Municipalities, "A far
sighted provision of the state's recrea
tion law passed in 1945 authorizes co
operation between cities and countie
in providing recreation programs. On
example of governmental cooperatio
under this act is the case of Covingto
County's approximation of four citie
of that county. A single appropriatio
of the county was pro-rated among th
four cities according to their popula
tion. These cities in turn provided
county-wide recreation service."

"A recreation program, in order to successfully serve young people, must be based upon their needs and desires."

Recreational Interests and Needs of High School Youth

Resumé of Study Conducted in Schenectady, New York

THE need for an intensive study of recreation facilities for teen-age youth in the city of Schenectady had long been evident to many of those adults concerned with attempts to help the city's young people find wholesome use of their leisure time. Frequent indications by the young people that they needed more adequate recreation facilities gave rise to such questions as: Does such a need actually exist? What facilities are available? How good are they? Are they being used? What additional facilities are needed?

In an attempt to find answers to these questions, a study of the interests and needs of teen-age youth of Schenectady was conducted by the Neighborhood Activities Committee of the Character Building Division of the Related Activities Council, in collaboration with the Division of Research of the Schenectady Public Schools. Because the group did not have the resources with which to carry on a comprehensive city-wide study, it decided to limit its study to the following activities:

1. To survey a representative group of junior and senior high school students and determine what they *like to do* in their spare time.
2. To survey representative junior and senior high school students as to what they *are doing* in their spare time.
3. To survey representative junior and senior high school students and determine what additional recreational facilities they feel are needed.
4. To survey one area of the city and determine what recreation facilities are available.

The Committee on Neighborhood Problems spent many weeks in direct interviews with clergymen, school men, organization leaders and others to learn what was being done for youth in a wide area of the city. The School Division of Research, using a carefully prepared questionnaire, gathered a large body of information from junior and senior high school students. Final tabulations and summaries of the report were made by the division.

The published report contains information that has interest and value to all who are concerned with the leisure of youth. It is divided into three main sections. One is based upon the survey of high school students and describes the recreation facilities they particularly enjoy, the activities in which they have participated during a one-week period, and the additional facilities they feel are needed. The second part is a survey of the facilities available in a downtown area of the city. The appendix presents the statistical data upon which the report is based.

Questionnaires distributed in four junior high schools and three senior high schools were completed by 1,252 students, 725 boys and 527 girls. These represented 25.6 per cent of the total junior and senior high school enrollment. Age groups included were from eleven through twenty, but a large percentage of the returns was submitted by the age group twelve through seventeen.

The questionnaire listed thirty-seven activities, and students were asked to check those which they "particularly enjoy." The accompanying Table A summarizes the replies. The raw data have been weighed so that the responses are given in terms of 1,000 boys, 1,000 girls, and 1,000 evenly divided boys and girls, for both junior and senior high school levels. The report points out that certain activities included in the list are not essentially recreational, but were included because they help round out the picture of the use young people make of their leisure time. It also urges caution in interpreting the figures in Table A because the activities vary widely in type, purpose and value. Reading interests, for example, extend all the way from the comics to serious literature and there is no way of knowing what the respondents had in mind when they checked this activity. Scouting, on the other hand, is a fairly fixed program and and responses to this item indicate a specific interest.

The data in Table A may be interpreted profitably in three ways. (1) The responses given may be compared with the total group, that is, the proportion of 1,000 who particularly enjoy a given activity. Moving the decimal one place to the left expresses the proportion in terms of percentages. (2) The "particular enjoyment" of a given activity may be compared between boys and girls of the same school level. (3) The responses of junior high may be compared with those of senior high youth.

The report includes the following comments with reference to various activities:

Television is enjoyed by nine out of ten junior and senior high school youths. The interest is about equal among boys and girls in junior high school, but falls off slightly for boys in senior high school. Senior high school girls on the other hand show a slightly greater enjoyment of television than do junior high school girls.

Radio does not rate quite as high as television. Enjoyment

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of radio increases for both boys and girls as they go from junior high age levels to senior high levels.

Movies in comparison with radio and television have the highest appeal among senior high school boys and girls. On the junior high level television has top place. Enjoyment of movies declines slightly among boys as they reach senior high ages, but increases among girls.

Round dancing is more particularly enjoyed among girls than among boys. Both boys and girls show a higher enjoyment of this on the senior high school level.

Square dancing received about the same response among junior high school girls as did round dancing. However, whereas round dancing received a higher response by girls on the senior high level than on the junior high level, square dancing remained the same. Junior high boys show less enjoyment of square dancing than round dancing and senior high boys show less enjoyment of square dancing than is shown by junior high boys.

Dating shows a very large increase between junior and senior high school levels for both boys and girls. Junior high boys are somewhat more interested in dating than junior high girls, but the reverse is true on the senior high level.

Hobbies are stronger with junior high boys than girls. However, this interest decreases considerably for boys in senior high, but increases with senior high girls.

Reading received considerably more response from girls than from boys. The senior high response is lower for both boys and girls than the junior high response.

Scouting is enjoyed by more boys than girls. Both boys and girls of senior high school have considerably less interest in it than do boys and girls of the junior high.

"Y" activities seem to have equal appeal to boys and girls of junior high school ages. Enjoyment of these is considerably less in senior high school, with the senior high girls having less interest than the senior high boys.

Fraternities and sororities do not have a strong appeal for either junior high boys or girls. Senior high interest is greater than that of junior high, and there is much more interest in sororities than fraternities at this level.

School clubs rate higher for girls than boys on both levels of the high school. Interest decreases between junior and senior high, with the decrease among the boys larger than among the girls.

Church clubs, on the other hand, show an increase in senior high over junior high for both boys and girls. The increase is larger among the girls.

Other clubs is probably a poor classification and does not have much meaning because it is too general. Interest is stronger among the girls than boys and is less for senior high than junior high in both cases.

Hiking is a strong interest among boys; but it rates less at the senior high level. On the other hand the interest of girls increases in senior high over junior high.

Fishing and hunting are also strong interests for boys and considerably less so for girls. The hunting interest is about the same for junior and senior high boys, but the fishing interest is smaller among senior high boys than among junior high boys. Enjoyment of both hunting and fishing is higher among senior high than among junior high girls.

Swimming is particularly enjoyed by both boys and girls, with the girls showing a greater response.The senior high response was higher for both boys and girls than the junior high response.

School athletics drop in enjoyment for both boys and girls between the junior and senior high levels. The response of senior high boys was less than that of senior girls.

Ping Pong is of about equal interest to junior high boys and girls. However, it is less for senior high boys than junior high boys, and greater for senior than junior high girls.

Shuffleboard finds greater response among boys than girls. Both boys and girls show an increase in enjoyment on the senior high level over that of junior high, but the increase for boys is greater than for girls.

Roller skating has a stronger appeal for girls on both levels than for boys. Senior high interest is larger than junior high interest for both boys and girls.

Bowling also shows an increase in senior high over junior high for both boys and girls. Whereas junior high boys give a larger response to bowling than junior high girls, senior high girls give a larger response than senior high boys.

Horseback riding is a stronger interest among boys than girls on the junior high level, but stronger among girls than boys on the senior high level.

Other athletics show a loss between junior and senior high among boys and an increase among girls.

Riding a bicycle is a strong interest of both junior high boys and girls. However, the interest of senior high boys is much less than the interest among junior high boys, while the decline between junior and senior high girls is slight.

Driving a car shows a very large increase for both boys and girls between junior and senior high age levels. Boys express a greater interest than do girls.

Church is a strong interest of both boys and girls, with the appeal for girls being higher than for boys. Interest decreases between junior and senior high for both groups.

Sunday school, on the other hand, is not enjoyed as much as church, and interest in it declines as the boys and girls reach senior high school age. Interest is about equal for boys and girls in junior high school, but higher among girls in senior high.

Visiting friends is a moderate interest of boys and a strong interest of girls. The increase from junior to senior high levels is slight among boys, but large among girls.

Dramatics is not an activity of particular enjoyment for either boys or girls, although it does rate higher among girls than among boys. It is a stronger interest for junior high youth than for senior high youth.

Singing is about twice as popular among girls as among boys. It is less popular among senior high boys and girls than among those in junior high school.

Painting rates higher with girls than boys and higher among junior high youngsters than those in senior high.

Meeting at a sweet shop is particularly enjoyed by about one-third of the boys of junior high school and a smaller proportion of girls at this age. However, the interest of senior high girls is higher than senior high boys, and both have

a greater interest than junior high boys and girls.

Jam sessions in taverns receive very little response among junior high youth, but nearly five times as much response among senior high youth. Although the proportion of senior high youth who particularly enjoy jam sessions in taverns is not large, the increase in participation over that of junior high youth is not healthy.

Wandering through downtown stores is particularly enjoyed by about one-half of the girls and from one-quarter to one-third of the boys. While among the boys the interest on the senior high level is less than on the junior high level, the reverse is true among the girls.

The report classes as "primary recreation activities" those activities which forty percent or more of the respondents indicated that they particularly enjoyed. These are the activities that in Table A appear as enjoyed by four hundred or more students. The five activities which received the highest response and which consistently rated high with both boys and girls are television, movies, radio, swimming and church. It is noted that girls of both junior and senior high school have a somewhat greater variety of interests than do the boys.

TABLE A

RECREATIONAL ACTIVITIES PARTICULARLY ENJOYED BY JUNIOR AND SENIOR HIGH SCHOOL BOYS AND GIRLS OF SCHENECTADY

Recreational Activities Particularly Enjoyed	Enjoyed Among 1,000 Boys		Enjoyed Among 1,000 Girls		Enjoyed Among 1,000 Evenly Divided Boys and Girls	
School Level	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High
Television	910	814	899	919	905	867
Radio	765	808	783	895	774	852
Movies	907	865	887	938	897	904
Round Dancing	382	468	591	694	487	581
Square Dancing	344	324	594	593	469	459
Dating	298	619	264	746	281	683
Hobbies	528	365	333	426	431	396
Reading	475	442	638	603	557	523
Scouts	276	73	160	57	218	65
"Y"	302	228	302	187	302	208
Sororities			44	201		
Fraternities	36	99				
School Clubs	421	151	579	455	500	303
Church Clubs	152	173	252	364	202	269
Other Clubs	191	179	220	206	206	193
Hiking	617	510	333	488	475	499
Fishing	704	622	278	301	491	462
Hunting	622	619	148	177	385	398
Swimming	704	747	714	870	709	809
School Athletics	630	436	613	545	622	491
Ping Pong	412	369	428	449	420	409
Shuffleboard	261	401	198	210	230	306
Roller Skating	400	439	579	608	490	524
Bowling	346	426	252	517	299	472
Horseback Riding	494	433	437	536	466	485
Other Athletics	545	442	447	541	496	492
Riding a Bike	722	410	664	651	693	531
Drive a Car	286	699	145	531	216	615
Church	571	612	660	789	616	701
Sunday School	402	179	425	282	414	231
Visiting Friends	358	362	582	737	470	550
Dramatics	104	87	201	182	153	135
Singing	274	221	525	488	400	355
Painting	208	199	283	268	246	234
Meet at Sweet Shop	337	410	289	431	313	421
Jam Sessions at Taverns	44	228	38	129	41	179
Wandering Through Stores	349	253	497	550	423	402
Number of Pupils Responding	413	312	318	209	731	521

In an attempt to gain an insight into the activities in which the teen-age youth actually participate, the young people were asked to record those activities in which they had taken part during the previous seven days. The returns, weighted to a base of 1,000 as was done in Table A, are summarized in Table B. Study of this table will afford a basis for comparing the participation of boys and girls in various activities as was done in detail for Table A. It is to be noted that far fewer activities are listed as "engaged in" than were recorded as "particularly enjoyed." Television, radio, movies and church are among the first five activities in "participation" as they were in "enjoyment." Reading replaces swimming, however, as the fifth of these activities in the "participation" list.

TABLE B

RECREATIONAL ACTIVITIES ENGAGED IN DURING ONE WEEK BY JUNIOR AND SENIOR HIGH SCHOOL BOYS AND GIRLS OF SCHENECTADY

Recreational Activities Engaged In	Participation Among, 1,000 Boys		Participation Among, 1,000 Girls		Participation Among 1,000 Boys and Girls	
School Level	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High
Television	883	782	884	789	884	786
Radio	734	785	764	818	749	802
Movies	676	683	626	655	651	669
Round Dancing	172	144	321	249	247	197
Square Dancing	56	99	82	129	69	114
Dating	131	369	88	455	109	412
Hobbies	383	231	245	230	314	231
Reading	542	410	641	608	592	509
Scouts	184	67	88	10	136	39
"Y"	155	87	145	38	150	63
Sororities			16	167		
Fraternities	17	51				
School Clubs	356	96	535	225	446	161
Church Clubs	90	115	164	239	127	177
Other Clubs	102	61	132	77	117	69
Hiking	169	157	38	115	104	136
Fishing	128	243	25	48	77	146
Hunting	160	128	19	14	89	71
Swimming	130	134	113	139	122	137
School Athletics	441	240	469	364	455	302
Ping Pong	165	131	94	91	130	111
Shuffleboard	73	173	22	67	48	120
Roller Skating	104	151	138	153	121	152
Bowling	131	125	47	62	89	94
Horseback Riding	56	83	53	96	55	90
Other Athletics	387	295	164	249	276	272
Riding a Bike	506	330	248	301	377	316
Drive a Car	109	500	60	301	85	401
Church	479	529	597	636	538	583
Sunday School	293	131	393	211	343	171
Visiting Friends	276	333	462	545	369	439
Dramatics	58	42	82	81	70	62
Singing	240	154	409	316	325	235
Painting	121	119	138	139	129	129
Meet at Sweet Shop	232	288	145	278	189	283
Jam Sessions at Taverns	17	144	22	81	20	113
Wandering Through Stores	234	173	384	325	309	249
Number of Pupils Responding	413	312	318	209	731	521

A comparison between the "activities enjoyed" and "activities engaged in" shows which of the activities young people like they actually participate in. A table in the report affording such a comparison clearly indicated that television, radio, movies, reading, and church are activities both enjoyed and engaged in. However, dancing, both round and square, hiking, swimming, ping pong, roller skating,

horse-back riding, and other athletics are enjoyed by a large proportion of boys and girls, but are not participated in by a correspondingly large portion. Hunting and fishing, major interests of boys, are not engaged in in proportion to their interest. Junior high boys and girls have a major interest in school athletics and actually participate. Senior high boys and girls express the same interest in school athletics, but do not participate to the same degree. Senior high boys and girls like to bowl, but do not participate in proportion to their interest. Girls of both the junior high and senior high, and boys of high school do not drive a car as much as their interest would indicate. Junior high boys and girls have an interest in Sunday School, but many of them do not attend. Girls particularly enjoy visiting friends and they do visit them. They also enjoy wandering through downtown stores, but they do not do it as much as their interest would indicate. Senior high school boys and girls enjoy meeting at sweet shops. They do not do it as much as they would like. It might be assumed that their primary interest is "meeting the gang" rather than the locale of the sweet shop.

The wide difference between what the young people in Schenectady said they enjoyed and what they actually do was explained in part by their answers to the questions as to what additional recreational facilities they felt were needed. Since this was a fill-in question and no items were suggested, the returns indicate what the young people themselves felt to be needed. Table C summarizes the answers to these questions. The report points out that it is difficult to express the felt needs of young people by means of a table, but that from the tabulation of the replies and the tenor of the comments accompanying many of them, the felt recreational needs of Schenectady's teen-age youth appeared to be:

1. Youth centers or canteens where young people can bring their dates, dance, have cokes and sandwiches, and enjoy the company of other boys and girls in a well-organized wholesome atmosphere.
2. Centrally located, well-supervised roller skating rink.
3. Adequate swimming facilities, indoors and outdoors.
4. Additional parks and playgrounds with adequate facilities for baseball, football, tennis, fishing, horseback riding, ice skating, and other athletics. The girls, as well as boys, would like most of these organized athletics.
5. A need which could not be tabulated, but which was expressed in various ways by many, was for leadership. Most young people want well-organized wholesome activities which come only as the result of planning and promotion by adults of character, ability, and understanding.

In summarizing the findings of the teen-age study, the report points out that the typical teen-ager is a myth, for teen-age youngsters are indiviuals and as such they all differ from one another. However, there are interests which are common to a large number of them. This part of the study, largely statistical in nature, has placed emphasis on the body of common interests. It should not be assumed that these are "the important interests." Interests which received small response may be highly significant to the group that pursues them. The study has not attempted to consider th "importance" of any activity, for it is felt that all activitie which contribute to mental, moral, and physical growth ar important.

Stimulation of interest is greatly needed by many young sters as was evident from the many respondents who liste only a few activities which they particularly enjoyed o participated in. Some interests such as dramatics, painting hobbies, and others of a creative nature urgently need spo sorship because they have so much to contribute to in dividual development. Other interests of a social and athleti nature have set their spark in many young people, bu facilities for exercising these interests are not availabl The problem of all persons concerned with the developme of youth is to awaken wholesome recreation interests an foster those interests which have been aroused.

Available recreation facilities in a downtown area o Schenectady were also studied with a view to determinin inadequacies and needs. The findings were summarized a follows:

1. With few exceptions, churches are not meeting recre tional needs of children except on a strictly membershi basis. This, in many cases, results from a lack of spac money, and leadership; but, also, there is an apparent lac of responsibility of parishioners for area children.

2. Schools are doing very well considering the space an facilities available, and in most schools there is a fine spir of cooperation with outside agencies.

3. No conclusions could be drawn as to the effectivene of the program of character building organizations becau of the impossibility of determining the membershi

4. Except for planned organization activities, there a only two places in the downtown area where a young perso can take a date, dance, and spend an inexpensive evenin the alternative is to go to a tavern or sweet shop where th surroundings are not always of a desirable nature.

5. There are many more recreation opportunities offere in this area for boys than for girls.

TABLE C

RECOMMENDED RECREATIONAL FACILITIES FOR SCHENECTADY TEEN-AGE YOUTHS

RECOMMENDED FACILITIES	Junior High	Senior High	TOTAL
Roller Skating	54	15	69
Youth Centers	54	95	149
Tennis Courts	16	26	42
Ice Skating	43	....	43
Swimming Pools	165	97	262
Playgrounds	72	17	89
Dancing	24	37	61
Horseback Riding	26	8	34
Bowling	8	6	14
Basketball	20	18	38
Football	12	....	12
Baseball	16	....	16
Gyms	19	49	68
Parks	40	30	70
Hunting and Fishing	14	....	14
More TV Channels	16	....	16

Note: Only those recommendations which were indicated six or more times are shown.

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There's plenty of space in the clubhouse for members to meet and relax in comfortable, attractive surroundings.

Lewisburg Recreation Center

A Fine Example of What Communities With Local Initiative Can Do For Their Citizens.

Lewisburg Community Center with modern swimming pool, bathhouses, spacious clubhouse and parking lot, also boasts baseball diamond, golf course and picnic area.

In Lewisburg and Marshall County, Tennessee, everybody is a member of the "public" country club. And it isn't the sort of community boasted of by some Texans where only the poor people wash their own Cadillacs, either.

But residents of Lewisburg, Marshall County and those of surrounding towns and counties are members of a swank country club plant valued, by conservative estimates, at a quarter of a million dollars. They play golf on a new nine-hole course, swim in a tree shaded 60- by 135-foot pool, watch and participate in baseball games, picnic and attend county fairs on the grounds, and party at the huge clubhouse.

Lewisburg's remarkable country club came about in a remarkable manner. It grew out of the aborted plans for a private country club and out of the public spirit of the whole community.

How Project Started

The project, which opened June 1, really got under way in January, 1952, when fifteen members of the Chamber of Commerce met and elected a new president. His name was Ewell Butler, a tall, soft-spoken furniture dealer. Butler wanted a project that would capture the imagination of the members, something that would put some new life into the organization which had been largely a "meetin' and eatin' " group.

The day after his election, Butler called Preston Hopkins, a young Lewisburg feed manufacturer, and asked him to head a Chamber of Commerce recreation committee. Hopkins hesitated. He had been a member of the chamber for ten years but rarely went to meetings because nothing much ever happened at them. But he decided Butler might have an idea worth developing.

He sat down at his desk and jotted down the names of twenty-eight Marshall County residents he felt should be good for $1,000 each toward a recreation project. Each time he wrote

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down a name, he carefully considered whether he would definitely be a $1,000 man; he purposely omitted several he knew were easily able to donate that amount but whom he feared he would be unable to sell. The next day he called on the first man on his list. He got his $1,000 check.

Money Is Raised

In the weeks that followed, Hopkins called on each of the twenty-eight men on the list, refusing to go to the next man until his current contact had given him a $1,000 check. He got twenty-eight of these checks.

That started the ball rolling; donations to the project became the talk of the county. Other Chamber of Commerce members, even non-members, citizens interested in the project, began solicitations. Banks, businesses and industries, and then civic clubs and other organizations like the Farm Bureau were targets of the enthusiasm for the recreation center. The Lewisburg VFW post voted a $2,000 donation to set the pattern for organizations.

In all, $130,000 in cash was donated. But besides cash, there were equally valuable gifts. Stockholders in the stalled private country club project gave eighty acres of land they had bought, and turned over almost $20,000 to the new project. A Lewisburg contractor, Howard Woodward, offered his services, without fee, for the building. Architects Howard Hickerson and Jordan were generous in an arrangement to draw plans. Almost all materials were bought for wholesale or less. Workers in Lewisburg industries donated days' pay and days of work.

What Others Think

"Everybody is open-mouthed in amazement when they see our new recreation center," Hopkins said.

A man from a neighboring town, a leader in his community's private country club, visited Lewisburg's new public country club recently. It made him feel a little sick, he said, that the same thing hadn't been done in his town.

"In a lot of towns," Hopkins said, "the people who run the community get together and build themselves a private country club and let the rest of the people, the people who can't afford it, do without. Here, we decided to do something for all the people."

And that's the public spirit of the Lewisburg community.

SEVEN MILLION CHILDREN .....

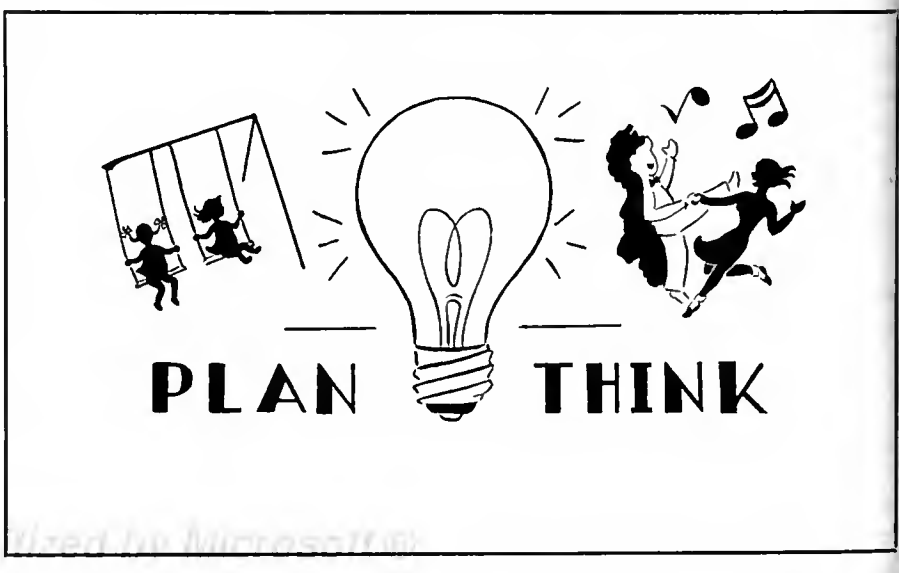
Against the challenging background of a growth in school population of seven million during the next five years and a need for 770,000 more classrooms at a cost of 34 billion dollars, the editors of *Architectural Forum* recently invited a group of distinguished schoolmen, administrators, architects, consultants and engineers to explore every avenue of schoolhouse economy.

The stature of the men who participated in this forum and the urgency of the problem they discussed commend their findings to every school board—and to all others concerned with the future of America, which lies in the future of her children.

The forum members agree unanimously that schoolbuilding economy has become urgent because of what is called a great "wave" of children. They now expect the new higher birth rate to be less like a moving wave than a permanent new high plateau. This year some elementary schools suddenly found their enrollment tripled by children born in 1946-47. Between 1953 and 1959 the United States school plant must care for an expected increase of seven million pupils, with no slack-off in sight.

Their report goes on to say, "It would be most wise to start with a constructive approach, seeking full utilization of all available resources and combinations through better brainwork, better programming, better administration and better planning. Indeed, the greatest economies will be effected before the school architect even touches pencil to paper.

"These opportunities involve a whole series of people and agencies: the school board, superintendent, principals and teachers; local, state and federal officials and legislators, educational consultants; architects and engineers, builders and manufacturers in the building industry; code officials and even insurance underwriters." [See George Butler's series of articles, *School-City Cooperation in the Planning of Recreation Areas and Facilities*, in RECREATION, April, May, June, 1953. These are now available from the National Recreation Association in booklet form for seventy-five cents.]



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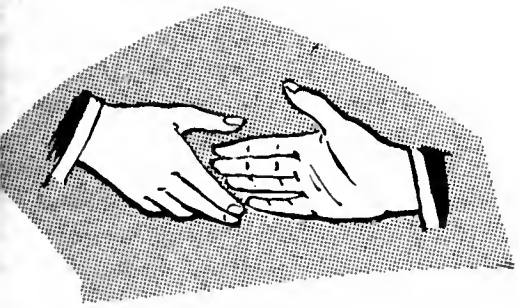
NEIGHBORHOOD PARKS THROUGH COOPERATION



An example of city-school joint-planning.

WHAT does a city do when there is need for neighborhood parks and here is no vacant land available? The ity of Compton, California, has solved he problem by cooperation with the lementary school district. The results f the cooperation were seen on Sunlay, April 19, when the new Colin P. Kelly Park was officially opened.

Like so many other cities during the eriod of rapid growth, Compton had aid little attention to the need for arks. However, the citizens realized the eed for parks when they adopted a new ity charter, which granted the city ouncil the right to levy a ten-cent tax o be used for capital outlay for parks nd recreation for a period of ten years.

Funds were available for the contruction of parks but the question was: Where was the land on which to build he parks? The park and recreation ommission favored a program of contruction of neighborhood parks. A surey of the city was made but only one acant area was found which could be urchased for a park. During the survey t came to the attention of the park and ecreation commission that in some ases, in order to acquire enough land or an elementary school, the elementary school board had been required to purchase more land than was needed.

Good planning locates parks and playgrounds adjacent to elementary schools. With this thought in mind the city council and the elementary school board were approached with the idea that a cooperative program could be worked out to mutual advantage. Both authorities signified an interest in such a program and requested additional information on how it could legally be worked out. No information was obtained, however, as to where such a project had actually been carried out. There had been many cases where the city used the school grounds for playgrounds but no case where the city had spent city tax money to construct a park on school property.

Chapter 4 of Division 12 (Section 24401, et seq.) of the Education Code authorizes counties, cities and school districts to cooperate with each other in the development and execution of adequate programs of community recreation. Chapter 5, Article 3.5 (Section 18661) of the Education Code authorizes the school district to lease for a term not exceeding ninety-nine years, to any county, city and county, city or to any other school district, except as provided in Article 3, any real property belonging to the school district, and which is not or will not at the time of possession be needed for school classroom buildings by the district owning it.

Using the Education Code as a basis for legal authority, the Compton Elementary School District leased to the City of Compton 3.8 acres of land located at the Colin P. Kelly School. This lease gave the city the right to construct a park on the school property, and provided that all facilities and equipment installed by the city are to remain its property. The park is to be maintained by the city.

What facilities should be placed in the park? How best to take advantage of the existing school facilities? Where should the park facilities be placed so they could be used during school hours and still not interfere with school activities? How should the park be laid out so that it could be used by the school for playground purposes? These were some of the questions confronting Harland D. King, director of parks and recreation, when he was directed to draw up plans for the park.

Carrying out the plan for cooperation, the director consulted with the superintendent of schools and the director of physical education and recreation in the development of the design which has been carried out in the Colin P. Kelly Park.

The only athletic facility in the park is a baseball diamond. Although this duplicates the school baseball diamonds, it was placed in the park for a definite reason. The school baseball diamonds are surfaced with decomposed granite while the park is in turf. Boys would rather play ball on a turf area than on decomposed granite. Thus a ball diamond was constructed, located at the north end of the park which is closest to the school playground area.

At the south end of the park, further from the school, is located the picnic shelter house, a building twenty-four feet by twenty-four feet. One room of the shelter house, equipped with five gas plates and a sink with hot and cold water, has two sides open. Rest rooms and an equipment room for park maintenance equipment are also in the structure.

Adjacent to the shelter house is the picnic area with fifteen picnic tables, constructed with steel frames and set in concrete. Each table will accommodate ten people. To add color to the park, the picnic tables have been painted red, yellow, blue, green and brown. There is a double barbecue pit alongside of the picnic tables.

Playground apparatus for the school children was provided on the school grounds but no apparatus was available for the pre-school children. The southeast corner of the park has, therefore, been set aside as a pre-school children's area with swings, slides, merry-go-round, climbing apparatus and sandbox. Benches are set around this area so that the mothers may sit and watch their children.

The entire park of 3.8 acres has been landscaped with grass, trees and shrubs. The plantings are located at the south end and around the sides of the par leaving a large grassed area in the ce ter for free play. The entire park serviced with an underground sprink ing system.

This neighborhood park has bee constructed at a cost of $12,000. If lar had been purchased the cost would hav been over $25,000. Through cooper tion, the City of Compton has a neig borhood park and the elementary scho has additional facilities, all at a gre saving to the taxpayers.

A lease has been signed for the secon such park and its development is unde way. The plan has been received s well that a survey is being made to s if other school areas can be develope in the same way. This plan is only po sible where the city council, the pa and recreation commission, the eleme tary school board and everyone co cerned is willing to cooperate. Compt has such boards and the taxpayers a benefiting from such cooperation.

NRA 1954 DISTRICT CONFERENCE SCHEDULE

District	Location	Dates	District Representatives
Pacific Southwest	Municipal Auditorium Santa Rosa, California	February 14-17	Rodney
Middle Atlantic (including New York State)	The Inn Buck Hill Falls, Pennsylvania	March 17-20	Faust—Westgate
Southeast	Ralston Hotel Columbus, Georgia	March 17-19	Van Fleet
Southwest	Baker Hotel Dallas, Texas	March 25-27	Van Arsdale
Pacific Northwest	Davenport Hotel Spokane, Washington	March 29-31	Shumard
Great Lakes	Hotel Leamington Minneapolis, Minnesota	March 30-April 2	Collier — Horney
Midwest	Baker Hotel Hutchinson, Kansas	March 31-April 3	Todd
Southern	Hotel Patten Chattanooga, Tennessee	April 21-23	Preece
New England	To be announced Massachusetts	May 11-14	Hainsworth

PERSONNEL

W. C. Sutherland

In-Service Training Report Available

Just off the press, the committee report, *In-Service Training For Parks and Recreation, Objectives and Resources*, will have wide distribution. Recreation and park executives, supervisors and individuals responsible for in-service training should order their copies now. The National Recreation Association has two thousand copies available immediately for fifty-cents each.

The report deals with objectives, essential elements, and methods of in-service training. It lists organizations to get in touch with for service or information helpful in developing in-service training programs. Also, films and training institutes are identified and listed for the training of park and recreation workers. The bibliography lists books, articles and magazines as an aid to those responsible for in-service training programs.

The material for the publication was prepared by the two in-service training committees of the American Institute of Park Executives and the National Recreation Association. As a cooperative project it represents the views of leaders in park and recreation services. John Considine, superintendent of parks and recreation in Detroit, Michigan, and Garrett G. Eppley, chairman of the department of recreation at Indiana University, Bloomington, Indiana, are chairmen of the two committees respectively. Undoubtedly there is much additional material that each group might have included had it been working independently. Likewise, compromises had to be made as opinions differed. It is a compliment to both groups that there could be general agreement and acceptance of various points of view to the extent that such a joint publication could be made possible. As a result, park and recreation workers alike may be exposed to ideas and points of view that otherwise might have escaped them had the work not been undertaken as a cooperative project.

The association's in-service training committee has just undertaken two other projects. Don Dyer in charge of recreation for Milwaukee, Wisconsin, has accepted the responsibility for preparing material for the training of community center personnel. Ray Forsberg, superintendent of recreation for Waterloo, Iowa, has accepted a similar task for the training of playground leaders. Both publications are badly needed and will serve an important purpose as cities throughout the country move forward in the development of leaders to serve more adequately on the playgrounds and in the community centers.

Other Committee Activities

Other sub-committees of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel are busy also. The Committee on Undergraduate Education, under the leadership of Charles K. Brightbill, University of Illinois, has reports in rough draft form on such subjects as "Student Field Work," "How to Select A College for Professional Recreation Training," and "Campus Recreation." The Committee on Placement with Russell Foval of Decatur, Illinois, as chairman, has about completed statements on "Personnel Policies and Practices," and "Essentials of a Good Recreation Department" and is exploring other issues related to "Civil Service, Certification and Qualifications for Recreation Executives." The Graduate Education Committee, chaired by Gerald Fitzgerald of the University of Minnesota, has work underway for a "Recreation Leader's Attitude Inventory," which, if developed, may become a helpful instrument in the wise selection of students for professional recreation training. Mrs. Verna Rensvold has organized the Committee on Recruitment into working units, and attention is being given to various types of recruiting materials, literature, brochures, bulletins, visual aids and films. Special meetings are being considered for vocational guidance people and counselors who are advising young folks regarding their vocations. It is hoped that some might be held in conjunction with the district conferences. In any event, there is need for interpreting more effectively the story of recreation as a career, to high school students and to college students who have not yet made up their minds about their life work.

Recreation organizations are as strong and as good as their personnel.

Observations of the present status of recreation and its leadership indicate that the Personnel Advisory Committee has plenty to challenge it. Because of low salaries in far too many places,

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Mr. Sutherland *is the director of the Recreation Personnel Service of the National Recreation Association.*

individuals are being employed who are not sufficiently competent and who do not have the capacity to develop into top-flight leaders, directors, supervisors, and executives. This means that, when vacancies occur, the recreation department must go outside the city for its replacements, which frequently creates ill-will, or promote workers who do not qualify and are frustrated in the higher positions of supervisory and administrative responsibility. Further concerns have to do with the scarcity of professionally trained and qualified personnel, the rapid rate of turnover and the number of workers leaving the field. Effective plans for making in-service training opportunities more available to present workers are on the minds of many officials and it is hoped that the in-service training publication mentioned above, and those that are expected to follow, will be of value. The competition for the best leaders graduating from high schools and colleges will continue and in all probability will increase. The Council on Social Work Education has just announced that 150,000 new social workers will be needed in the next ten years for replacements and to fill newly created positions. The National League for Nursing and the Committee on Caree in Nursing have intensified their n tional recruiting programs. The Pres dent's Commission on Higher Educ tion reported that one million teache should be trained for elementary ed cation and high schools between 19 and 1960, and so it goes. The mov ment that does not recruit its own mer bership is doomed and the recreatic forces must get busy. The study of re reation leadership and training nee now underway in the Southern Regic is beginning to reveal what the nee are likely to be in that part of the cou try in the immediate years ahead.

Opportunities

A Chance to Share

Here is an opportunity for recreation people to share in the preparation of a training manual scheduled for publication in the near future. The following types of material are needed from both large and small communities.

- *Sample of institute training schedules* showing days, hours, subject headings, and so on.
- *Minimum requirements*, educational and others, for playground leaders.
- *Samples of screening tests* used in qualifying playground leaders.
- *Follow-up in-service training schedules* used during the playground season proper.
- *Training sites*—advantages of some facilities over other types.
- *Area-wide institutes*—joining a number of communities together has proven successful in some areas.
- *Samples of reference reading lists and bibliographies.*
- *Special training aids*—movies, slides, and so on.
- *Evaluation techniques* applied to playground training courses.
- *Any other types of material or techniques* that have proved successful in training summer playground leaders.

If you have any of these materials which you would like to contribute to this publication—and any ideas about what kinds of material should be included to help you—send them, before February 15, 1954, to: Raymond T. Forsberg, Superintendent of Recreation, 1419 East Fourth Street, Waterloo, Iowa.

Don Dyer, assistant superintendent of schools, in charge of recreation and adult education, Department of Municipal Recreation and Adult Education, Milwaukee 1, Wisconsin, is preparing a manual for the training of community center directors. We are sure that Don, too, would appreciate materials and suggestions that might help him with his special project.

In addition to Messrs. Forsberg and Dyer who are working on major in-service training projects, other members of the In-Service Training Committee are contributing in different ways. For instance, Mr. James Mahoney, superintendent of parks and recreation in Cambridge, Mass chusetts, is writing an article for the February issue RECREATION on "Orientation as a Phase of In-Servi Training." Another member of the Sub-Committee on I Service Training of the National Advisory Committee c Recruitment, Training and Placement, James Groom superintendent of recreation in Wellesley, Massachusetts, in the process of writing an article on "In-Service Trainin for the Small Town Recreation Department."

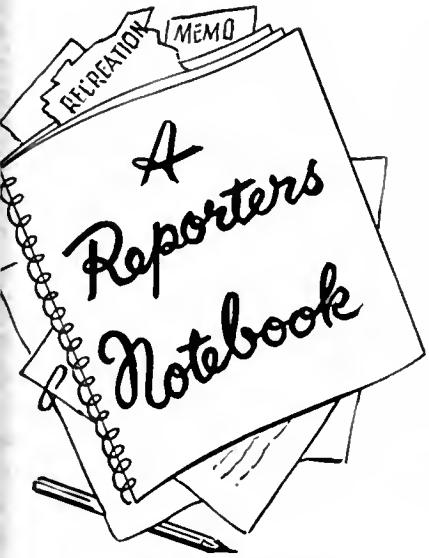
Studies that are underway in one large section of th country are revealing tremendous gaps in education. very large body of present workers were never able to con plete their formal education. They are holding importa recreation positions but, with family responsibilities, wi never be able to return to the college campus. Consequentl their only opportunity to add to their professional prepar tion will be through well-planned in-service and on-the-jo training. Attention is being focused more and more o this urgent need and it is believed that administrato generally are giving more attention to in-service trainin as a means toward developing present staff members.

Job Openings

- Huntington Beach, California, has an opening for sports director in the recreation department. Details abou qualifications, salary, and so on may be obtained by writin to Mr. William J. Proctor, Superintendent of Recreatio City Hall, Huntington Beach.

- The Wisconsin Home for Women, the state penal inst tution for women, will have an opening on May 1, 195 for a woman teacher with a major in physical educatio and a music background or music major and physica education background. Write to Mrs. Marcia Simpso Superintendent, Wisconsin Home for Women, Taycheedal Wisconsin.

- There are two interesting recreation positions for wome open in Vermont. One position requires a person wit experience to act as program director for a recreatio center. The other is a beginning position affording a goo opportunity for someone to gain valuable experience a assistant to the director of a community center. Write t Theresa S. Brungardt, Vermont Director of Recreatio State House, Montpelier, Vermont.



Neighborhood Study

A study of the neighborhood surrounding the Hudson Guild Neighborhood House in New York City has been undertaken by New York University's Center for Human Relations and Studies. Agencies working in the neighborhood will be able to use the facts discovered by the survey to help them in meeting the needs of neighborhood people. Looming large are the problems of newly arrived Puerto Ricans, now about twenty-five per cent of the population of the area.

The middle class is being squeezed out of the area, going to the suburbs for the services they desire. Only by providing them with good schools, parks health centers and recreational facilities can these people be made happy in a city neighborhood.

Study Club

As you plan your club programs for the coming year perhaps Miss Eunice Ware's experience in Memphis may give you an idea. This club became a real study club, though it started just to give something to do to women who brought their children to dancing classes. Here is the story:

The first tentative program "Christmas Classics," was early in December, and this was so well received that the club became a regular feature of the community center program. Only the best speakers in Memphis were asked to appear before the club and the response of these busy men and women who were invited was encouraging.

The highlights of the season were "Pictures a Child Should Know," "Let's Look at Thornton Wilder," "The Holy Year" by a Roman Catholic Monsignor with technicolor movies, "Steps to the Ballet," an Encyclopedia Brittanica film of Sadler's Well's Ballet, a review of "One God, The Ways Men Worship Him" by a Jewish Rabbi in connection with Brotherhood Week, and "Behind the Scenes in Radio and Television" by a member of WMC staff. Alternating with these subjects were book reviews. To mention only one, "The Peabody Sisters" was quite entertaining, as the reviewer traced the connection between the original Peabodys and the family for whom so many buildings in Memphis are named.

As the season ended, the women sent a request to the recreation office that the club be incorporated as a permanent feature of the center. We hope that next year the members can formulate their own programs, and surprise themselves and the director by getting on the floor and giving their own book reviews.

Levies, Bond Issues, Referendums

Norwalk, Ohio—Citizens voted a renewal of the park and recreation levy which passed by more than two to one margin.

Cuyahoga Falls, Ohio—A community which has grown from 10,000 population ten years ago to present population of 37,000 passed a five-year levy for recreation which will produce $60,000 annually.

Youngstown, Ohio—$330,000 for capital improvements and parks and playgrounds.

Shaker Heights, Ohio—$300,000 for a swimming pool.

Painesville, Ohio—Voted one-half-mill renewal for recreation by a sixty-six per cent majority. This means approximately $12,000 for the recreation budget.

Fort Atkinson, Wisconsin—Passed a referendum for the construction of a swimming pool in a city park. The pool recommendation was originally made by NRA district representative, Robert L. Horney.

St. Paul, Minnesota—Voted thirty-nine million dollars for capital improvements of which over one million will be spent for parks and recreation.

Springfield, Vermont—At a special town meeting recently, citizens voted approval of a bond issue of $100,000 for construction of a new swimming pool.

Philadelphia, Pennsylvania—Voted bond issue for three and one-half million dollars for increased recreation facilities.

Pasadena, Texas—A community of approximately 23,000 population, voted $240,000 in bonds for park and recreation facilities.

Fiftieth Anniversary

Rochester, New York, has celebrated its fiftieth anniversary of recreation. The first idea of recreation was conceived in 1902 and, after much bickering by the Council and neighbors, a site was selected on which to establish the first playground.

This, which is known as Brown Square and is approximately five acres, has been operated continuously since that time. In 1936 the wading pool was remodeled and enlarged at a cost of approximately $75,000 and, in 1950, the old shelter house was remodeled and reconditioned.

Rochester has designated one week of the year as Youth Week and this year, to open this event, planned a gala celebration with games, folk dances and entertainment. There was a band concert by the regular park band at which the dedication service was held. After the band concert an orchestra was provided through the courtesy of the musicians union for a street dance—RAYMOND G. SLATTERY, *associate superintendent of recreation.*

Do You Believe It?

Softball Field Costs $1.19—Alturas, California, has a lighted softball field that was really built by volunteer labor and materials. The field, one of the finest in Northern California, has a grass outfield, bleachers, and is fenced all the way around as well as being lighted. When Dick Wakefield, director of recreation, was asked what the $1.19 was for, he said that he needed a lock and hasp for the gates.

Briefs

• Prime Minister Louis St. Laurent recently announced federal government support for an $800,000 recreation center for all federal government employees in Ottawa. The center will receive a $500,000 long-term loan from the government, provided federal civil servants pledge $300,000.

• The McMillen Park addition of forty acres in Fort Wayne, Indiana, was dedicated last June with a large square dance and appropriate ceremony. This was the first time the newly-completed square dance area was used. The park system can now boast of having the only fluorescent-lighted square-dance area in the country, as far as we have been able to determine. The hard-surfacing of the 100-by 200-feet area was done by the park department.

• In a recent survey of nearly 500 retired teachers, plus other municipal employees, the *New York Times* reported that "among those who reported 'many' (five to nine) leisure-time activities, seventy-one per cent found retirement satisfactory; whereas among those who reported 'few' (one to four—on the average no more than two) leisure time activities, only fifty-two per cent found retirement satisfactory."

People and Events

Award

Grant D. Brandon, director of Recreation in Lancaster, Pennsylvania, was named Lancaster's Outstanding Citizen of the Year at the annual Armistice Day Banquet sponsored by American Legion Post 34.

Mr. Brandon was presented with a plaque by the chairman of the Outstanding Citizen Committee, Joseph LaMonaca, who cited the recipient's many accomplishments in providing recreation for the young and old in Lancaster. He said, "It would be hard for us to evaluate the good that has come from his activities during the past third of a century . . . His work has been directly concerned with combatting delinquency in our community . . . He has been responsible for our supervised playgrounds, our boys' and girls' clubs, the local hiking clubs, the drama clubs, the old folks' club, the wholesome play centers he planned for zestful fun to build the bodies and alert the minds of our people during their leisure hours. Lancaster has indeed been fortunate in having a man of his devotion to help to provide a better place for families in which to live."

Grant Brandon is proud of the recreation facilities made possible by the people of Lancaster—and the people of Lancaster are proud of their recreation program, made possible by him.

Random Notes

• At the meeting of the United States Assembly of Youth in September, two NRA training specialists made interesting contributions. *Grace Walker*, directed an impressive dramatic presentation of the World Assembly of Youth; and *Anne Livingston* helped to organize a field day and other activities to make the brief periods of leisure enjoyable.

• *Louis E. Means*, consultant in recreation for the California State Department of Education, has been selected to become chief of the newly created Section of Supplemental Education for the State Department of Education. Mr. Means will have administrative responsibility over five existing bureaus in the department—Adult Education, Audio-Visual Education, Special Education, Guidance, and Health Education, Physical Education and Recreation.

• The recreation commission of Manhattan, Kansas, received praise recently from the Washington, D.C., *Weekly News Review*. The article cited Manhattan's recreation activities as an example of the kind of success a community-sponsored program may have in combating juvenile delinquency.

• Speaking of law breaking (or facility breaking) by minors, we have word that the resourceful director of recreation in Winnipeg, Canada, has had the city's playgrounds equipped with chain swings that are made of a metal that can't be cut.

• The people of Greenwich, Connecticut, recently presented to *James S. Stevens*, superintendent of recreation, a beautifully illuminated resolution in appreciation of his service over a twenty-year period.

• *Dr. G. Kerry Smith*, president of the Educational Press Association, has been appointed as executive secretary of the Association of Higher Education. His duties will include the editorship of *College and University Bulletin* and *Current Issues in Higher Education*, regular publications of the Association. Dr. Smith will also direct the National Conference on Higher Education, which is the largest annual gathering of college and university representatives in the United States.

• Ten prominent American were chosen to select the United States Junior Chamber of Commerce "Ten Outstanding Young Men of 1953." The winners are ten young men between the ages twenty-one and thirty-six who ha done the most for their profession a nation. This event is sponsored annual by members of the U.S. Jaycees a will be held this year in Seattle January 23.

Coming Events

January 29—Local and national civ leaders concerned with communi health, welfare and recreation are co dially invited to attend the twenty-fi birthday of the national Advisory Co mittee on Citizen Participation whi will be celebrated in the Hotel Jefferso St. Louis, at the Biennial Conventi Dinner of Community Chests and Cou cils of America.

February 14-16—The Eighth Annu Industrial Recreation Conference wi be held at Purdue University. Reserv tions may be made or information o tained by writing to: Industrial Re reation Conference, Division of Adu Education, Purdue University, Lafa ette, Indiana.

February 17-18—International Sle Dog Derby, Lake Placid, New Yor An estimated twenty-five teams are e pected to participate in the two-da forty-mile race.

February 20 — Registration fo spring courses at the Cooperative Re reation Workshop, 184 Eldridge Stree New York City.

Recent Appointments

Patricia L. Barfield, recreation tech nician, Veterans Hospital, Lebanon Pennsylvania; *Joan Bernard*, super visor girls' and women's activities, rec reation department, Evanston, Illinois *R. Foster Blaisdell*, superintendent o recreation, Topeka, Kansas; *C. R Bowers*, recreation consultant, Stat Division of Public Assistance, Madison Wisconsin; *Herb Brackney*, Park De partment, Kansas City, Missouri; *Charles S. Brand*, superintendent o recreation, Conshohocken, Pennsyl vania; *Alice Burkhardt*, director o recreation, Seton Hospital, New York; *Leroy M. Cantrell*, superintendent o recreation, Stillwater, Oklahoma.

Joyce Chalmers, First Army Special Services; *Carol J. Christiansen*, recreation therapist, Rosewood State Training School, Maryland; *Alphonse Cuki-*

erski, superintendent of recreation, Lynbrook, New York; *Joseph P. Davidson*, recreation worker, Parkchester, New York; *Del Dey*, superintendent of recreation, Kingman, Kansas; *Patrick J. Dugan*, recreation director, St. Agatha's School, Nanuett, New York; *William H. Dunlevy*, director, Neshaminy Valley Youth Center, Newtown, Pennsylvania; *H. Aubrey Elliott*, special assistant on juvenile delinquency, Children's Bureau, Austin, Texas.

Richard Ferguson, recreation director, Leadville, Colorado; *Clif French*, program director of the student union, University of Minnesota; *Gwendolyn Hawkins*, girls' worker, Crispus Attucks Association, Lancaster, Pennsylvania; *Larry Heeb*, state recreation consultant, Kansas; *Jane Heinemann*, Army Special Services, Europe; *Nancy L. Holland*, director, teen-age activities, Recreation Department, Fort Lauderdale, Florida; *Don Jolly*, director of recreation, Kansas City, Kansas; *Richard Leighton*, director, P.A.L. Center, Queens, New York; *Joe T. Leszcynski*, director of parks and recreation, Superior, Wisconsin; *Bret McGinnis*, superintendent of parks and recreation, Poplar Bluff, Missouri; *Floyd McKenna*, superintendent of parks and recreation, Lynchburg, Virginia; *John T. Moake*, superintendent of recreation, Carbondale, Illinois; *James W. Nealy*, superintendent of recreation, Shades Valley, Alabama; *John C. Newton*, boys' worker, Dixwell House, New Haven, Connecticut; *George Pardoe*, superintendent of parks, Fargo, North Dakota; *Binnion D. Parsons*, superintendent of recreation, Alice, Texas; *George Peebler*, director, Youth Center, Ottumwa, Iowa; *Thomas Radic*, assistant director, Riverdale Neighborhood and Library Association, New York.

Mary Robinson, program worker, Booker T. Washington Center, Rockford, Illinois; *Theodora Robinson*, director, Emma S. Webb Community Center, Hot Springs, Arkansas; *Constance Rollison*, supervisor, special activities, Danville, Virginia; *G. Ott Romney*, chief civilian staff advisor for morale and welfare, Far East Joint Service Command; *Richard Rugg*, superintendent of recreation, Delmar, New York; *Vivian K. Sand*, executive director, House of Good Shepherd, Utica, New York; *William R. Seirup*, superintendent of recreation, Hempfield Township, Pennsylvania; *Betty Slaughter*, supervisor, arts and crafts, Waterloo, Iowa.

International Notes

• The Japanese Recreation Association held its Seventh National Convention recently. Like our own, it lasted five days and featured lectures, reports on researches, various exhibits, folk dancing and singing, and work and fun for all. The convention was held in Nikko, just north of Tokyo.

• Did you know that Tokyo boasts a population of over seven million, has 233 parks and open spaces and is surrounded by green belts covering a 30,301-acre area?

• The *Christian Science Monitor*, in a recent article entitled, "Hands Across the Sea," has lauded the work done by the group of girls and boys, from America's schools, known as the Winant Volunteers. These young people serve in clubs in understaffed, over-populated areas in London. They contribute their summer vacations, usually at their own expense, to help with whatever jobs they can.

The movement was started by the late John G. Winant, then United States Ambassador to Britain, who saw boys and girls on the streets of Dockside, London with nothing to do and no one to care for them. He wanted to enlist the help of American youth. In 1948, the project got under way and, to honor the man who thought it up, the group was called the Winant Volunteers.

The name of John Winant is well known to recreation people for his twenty-one-year participation as member of the board of directors and, later, as first vice-president of the National Recreation Association.

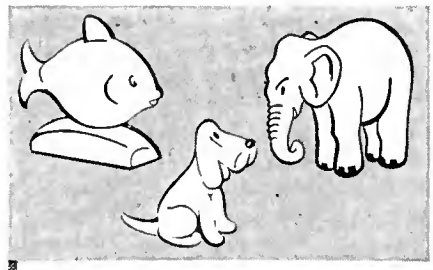
As Thomas E. Rivers, executive secretary of the NRA International Recreation Service, has said in response to the article: "John G. Winant would be very happy to know of the recreation services being performed in his name in London by the Winant Volunteers. This is a fitting memorial to his own vision and leadership."

In Memorium

Albert B. Hines, executive director of the Madison Square Boys' Club in New York, died September 26. Mr. Hines, who had been a member of the board of directors of Boys' Clubs of America, began his career in 1904 as assistant director of the Associated Charities Children's Camp in Pittsburgh, Pennsylvania. After this, he joined the staff of the Sarah Heinz House in Pittsburgh and remained with this organization for a number of years. He then became director of the Henry Street Settlement in New York for a brief period before becoming the executive director of the Madison Square Boys' Club which, under his leadership, came to be one of the great boys' clubs in the country.

Among other awards, he was granted the Catholic Youth Organization Medal of Champions and the Boys' Clubs of America Bronze Keystone, in recognition of his unending efforts on behalf of the welfare of youth.

Albert B. Hines will be missed much by the boys' club movement and by all who are concerned with youth work.



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Listening and Viewing

Non-Commercial Television

Pioneering in the field of non-commercial television, the Los Angeles ultra-high frequency station, KTHE, began telecasting officially on November 29, 1953. This, the nation's *second* educational television station, built with funds contributed by the Allan Hancock Foundation, had been broadcasting test patterns since August. (KUHT, the University of Houston's educational TV station, was the first on the air, and opened in May.)

Captain Allan Hancock, director of the Foundation, announced that the station is designed to serve all recognized educational institutions and community-service organizations in the Greater Los Angeles Area.

* * *

Editors of educational magazines agree that the top educational event of 1952 was the reservation of 242 television channels for exclusive use by schools and colleges. This has been compared in importance to the Ordinance of 1788, which made available public lands for public school systems.

* * *

The first newsletter, *Educational Television News*, was mailed by the National Committee for Educational Television to six hundred early leaders in educational television on March 2, 1953. The September 15 issue went to about 16,000 individuals, including leaders in all the 245 areas where channels are reserved.

The mailing list includes members of state and local educational TV committees, civic and educational leaders in the areas, newspaper editors, heads of foundations, national magazines, national organizations, and so on.

The newsletter features success stories, the news of fund-raising drives, program planning, publicity drives, FCC decisions—any information that will help people to organize, finance, and operate non-commercial stations. For further information, write to the Committee at the Ring Building, 1200 18th Street, N.W., Washington 6, D.C.

* * *

A full article on educational television will appear in an early issue of RECREATION.

Films

• A new sports instruction slide film, *Beginning Softball*, is being offered by The Athletic Institute. This is the tenth in the institute's "Beginning Sports Series." It consists of eight, full-color units totalling 390 frames, an accompanying 33 1/3 RPM recorded commentary, the Softball Instructors' Guide and a copy of "How to Improve Your Softball"—student's handbook. The guide and handbook are included in every kit, but are also being distributed separately for $2.00 and $.50 respectively. The film is being offered at cost. $64.25 for the sound version and $48.25 for the silent kit (without records). Other sports in the series are archery, badminton, baseball, basketball, bowling, golf, tennis, tumbling and volleyball. Write Film Department, The Athletic Institute, 209 South State Street, Chicago 4, Illinois.

• The Highway Safety Division of the North Carolina Highway Patrol in Raleigh has free films on safety, available for your use. Write for their Free Film Catalogue.

• An up-to-the-minute supplement to the Youth Commission Film Catalogue of New York State, is now available to interested organizations and individuals. Films summarized in the supplement are in the areas of youth guidance and protection, vandalism, prevention of juvenile delinquency, recreation and family life. Addition of fifteen new films during the last year brings the total number of films available through the Film Library to sixty-two. The Film Catalogue and/or Supplement will be sent free upon request to the New York State Youth Commission, 66 Beaver Street, Albany 7, N. Y.

• British Information Services announces as available (in 16mm, sound, color) a new film entitled "Coronation Day." From the procession to Westminster Abbey through the ritual inside the Abbey and the return procession, all the highlights of this "event of the year" are beautifully photographed in full color. In addition to commentary spoken by James McKechnie, there are excerpts of the actual music played during the ceremony. Prints are available from British Information Service, 30 Rockefeller Plaza, New York 20, N. Y., or any of its regional offices. For rent only, at $5.00 per day.

Audio-Visual Briefs

• A national program center for educational television stations, the *Educational Television and Radio Center*, will be operated under a Ford Foundation grant in Chicago, to serve as a clearing-house for, and later originate, filmed programs, and to circulate educational films now available.

• *Cinelast*, a solution said to protect films, slides, prints against scratches, brittleness, static electricity, and to extend the life of color material, is sold by Cinelac Company, 610 Fifth Avenue, New York. Two ounces $1.98, will treat 500 slides or 4000 feet of 8mm film. Please mention RECREATION when writing to them.

• A series of remote control filmstrip projectors which allow teachers, instructors, lecturers, and leaders complete control of their presentations from any point in the room is available in 500-, 750-, and 1000-watt models. The user advances the picture by merely pressing a push-button on the end of a ten and a half-foot cord which may be lengthened by adding one or more 35-foot extensions which are available as accessory items. The remote control advance completely eliminates the need for a projectionist, embarrassing delays, annoying hand signals, bells, crickets, lights, and other cues. Both 35mm filmstrips and 2- by 2-inch slides may be projected.

More detailed information is contained in an illustrated folder available from the Society for Visual Education, Inc., 1345 Diversey, Chicago 14, or DuKane Corporation, St. Charles, Ill.

• A completely new and revised Educational Catalog listing all the filmstrips, 2-by-2 slides, and color slide-sets for the school market, as well as a section devoted exclusively to equipment and accessories, has just been released by the Society for Visual Education, Incorporated. The catalog is available from any S.V.E. dealer or by writing direct to S.V.E.

• The Princeton Film Center, Incorporated, national film distributors, offers, to sponsors of 16mm promotion films, a new study of opportunities in television showings of their films on free "public service" TV programs. Brochure free. Inquiries should be addressed to Sherman Price, Director of Distribution, The Princeton Film Center, Inc., Princeton, New Jersey.

• A musical show, "Stump the Band," has been presented from the *Dodge City, Kansas*, recreation center every Tuesday night. Following the broadcast, the center program has included dancing and games for the whole family.

• In *San Angelo, Texas*, a half-hour teen-age program, "Greetings and Gossip," has been broadcast from station KGKL on five days a week. Committee teams of the young folks plan the programs and promotion. Another half-hour program, "Youth Summer Talent Show," was broadcast from station KTXL each Tuesday, Wednesday and Friday during last season and attendance was excellent.

CHANGE OF ADDRESS

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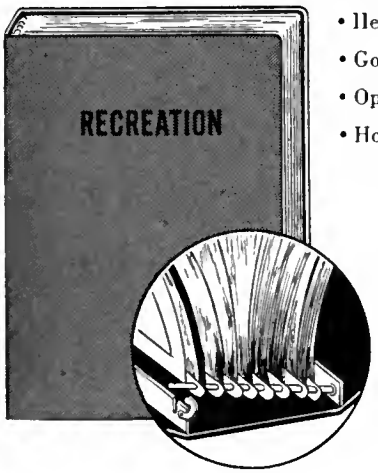

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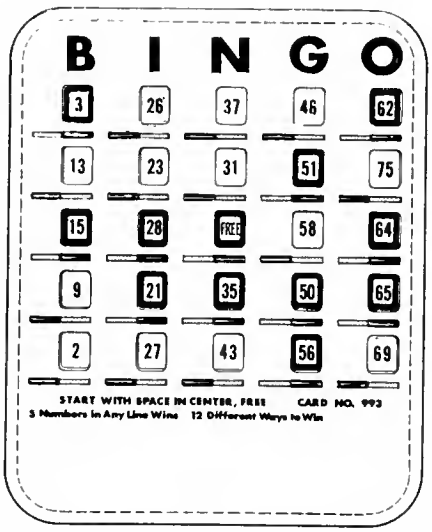
MARKET NEWS

Bingo Cards

The new Bingomaster is made of heavy durable cardboard in assorted colors, sturdily lockstitched along the edges, and has a metal frame-shutter



which slides into place to mark a called number but still leaves the number visible—which facilitates more accurate play and faster checking. Military Service Company, 1261 Broadway, New York 1.

Catalogs

• A new catalog of soap dispensers, tanks, valves, and so on, has been published by Bobrick Manufacturing Corporation, 1214 Nostrand Avenue, Brooklyn 25, New York.

• The Industrial Bench and Equipment Manufacturing Company, 89 South Street, New Britain, Connecticut, has issued a new catalog (No. 653) describing steel shop-equipment.

• Steel and aluminum equipment—shelving, folding tables, cabinets, storage bins, lockers, waste receptacles, and so forth—is featured in the catalog offered by the Precision Equipment Company, 3714 Milwaukee Avenue, Chicago 41.

Craft Inventory Sheets

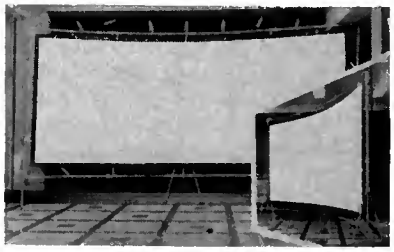
Cleveland Crafts Company has free Craft Inventory Control Sheets for craft shops, camps, and so forth. 4705 Euclid Avenue, Cleveland 20. Craft catalogs are also available from this company.

Educational Card Games

A set of five card-games which enable players—children and adults—to learn Spanish while they play is the product of Language Institute, Inc., 502 Allen Street, Allentown, Pennsylvania. The institute also has a game which teaches players French.

Portable Wide Screen

Wide screen motion picture projection now enters the 16mm field with the advent of the Radient Curvex Screen. The picture is projected on this highly reflective, curved, portable screen—which is two and one-half times as wide as it is high—with an anamorphic (squeeze) lens that shows an image



which approximates the wide expanse of normal vision. Milt Sherman, Radient Manufacturing Corporation, 2627 West Roosevelt, Chicago 8.

"Rol-Bac" Basketball

This new device, bringing individual basketball games to bedridden and wheelchair patients, consists of an iron hoop, which attaches to a wall or end of a bed, and a net on the sides and beneath the hoop to automatically return the ball to the player. Jay Archer, Brooks Building, Scranton, Pennsylvania.

Gym Lighting Fixtures

Improved, modern fixtures in a wide variety of sizes, styles, and models to fit all gym lighting requirements have been developed by Edwin F. Guth Company of St. Louis. Information from H. George Block Advertising Company, 101 South Meramec, Clayton, St. Louis 5, Missouri.

All-Purpose Floor Machine

A new floor machine designed for heavy duty use on all types of floors has been announced by a national manufacturer of industrial, commercial and school maintenance equipment. The Premier All-Purpose Floor Machine adapts quickly with accessory brushes and pads for scrubbing, waxing, polishing, shampooing, buffing, dry cleaning, grinding, sanding, and other maintenance jobs on all types of floors, including linoleum, wood, asphalt tile, terrazzo, rubber and concrete. Department KP, Premier Company, 755 Woodlawn Avenue, St. Paul 1, Minnesota.

New Voit Rubber Balls

A new line of improved-in-appearance, rubber-covered athletic equipment has been introduced by Voit for 1954. The balls are enhanced by Protector-Kote which guards against checkering and weathering caused by heat, sun, oxygen and ozone, and resists scratching and scuffing. Catalog available from

W. J. Voit Rubber Corporation, 1600 East 25th Street, Los Angeles 10.

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On the Campus

"Squeek!"

Highlighting the junior year for recreation students at the Wisconsin State College, La Crosse, is a card party held each year in mid-April. Under the leadership of Miss Alice DeBower, instructor and advisor of recreation at the college, last year's party theme was "April Showers." Proceeds were used to send two students to Ihduhapi Recreation Leader's Laboratory, Minnesota. Delegates were Gloria Olson, Beloit, and Ronald Friberg, Janesville. The skills learned and the inspiration gained were carried back for all to share.

It is just another "squeek" but contributing to a successful recreation tune.—*Ronald Friberg.*

Military Recreation

Resume of Proposal For Cooperation Between Carswell Air Force Base And Texas State Teachers College For Women

1. Texas State College for Women at Denton, Texas, is interested in developing information on careers in military recreation for its students.
2. Beginning in January 1954, personnel from Carswell Air Force Base will visit the college to help orient the students to facets of military recreation.
3. Internships in the Carswell AFB service club will be offered to those students who show an interest in this aspect of the recreation profession. At the beginning, this phase will take two weeks including week-ends. In cooperation with the club director, the students will be given an opportunity to undertake a particular project paralleling their major interest (i.e., arts and crafts, dancing, theater, and so on). They will also get an opportunity to learn something of routine matters including budgeting, reports, planning of over-all program, and so on.
4. If the plans succeed, it is hoped that the course will become a standard part of the curriculum at the college and will be listed in the catalog. The base plans to cooperate on certain expenses, such as meals, through the expenditure of central welfare funds.

New Appointments

Two new assistant professors of recreation have been added to the staff of the School of Health, Physical Education and Recreation of Indiana University—Theodore Deppe and Robert Tully. Mr. Deppe, now completing his doctorate of recreation, was formerly superintendent of recreation in Superior, Wisconsin. Mr. Tully has been visiting lecturer in recreation at Indiana University for three years. He will serve as director of the Bradford Woods 2200-acre camping, outdoor education and recreation area. Mr. Deppe was the recipient of the Lebert Weir Plaque.

The recreation faculty will consist of five full-time members, one part-time member and two part-time visiting lecturers. In addition, the department employs a full time campus recreation director during the summer months. Garrett H. Eppley is chairman of the department of recreation.

* * *

Irwin Saulsbury, recreation graduate, Pennsylvania State College, 1951, recently released from the armed forces, has been appointed assistant director of recreation in York, Pennsylvania.

College Volunteers

The Geneva, New York, Youth Center has developed a splendid source of volunteer help in the local colleges. An arrangement was made with Hobart and William Smith Colleges to give laboratory credit to students. Projects offered included art, journalism, puppetry, crafts, physical education, quiet games, free-time survey, sewing, radio club, music, junior clubs and photography. Each aide chose his own project and planned his own approach. "Lesson plans" were discussed and guidance given during the planning period. Twelve students participated during the first term and both sponsors and aides seem delighted with the pilot project.

Empire Village

The University of British Columbia, with one of the world's most beautiful locations, has been selected to house "Empire Village" for the 1954 British Empire and Commonwealth Games. The third largest university in Canada has all modern buildings, spacious grounds, and numerous sport facilities. Located seven miles from downtown Vancouver and occupying 548 acres, it provides privacy without being too far removed from stadia where numerous athletic contests are scheduled.

Hospital Recreation

In March of 1950 the University o Minnesota inaugurated a graduate pro gram in hospital recreation. Curricu lum requirements of forty-five colleg credits, in which an internship is in cluded, constitute the academic wor and field practice for which is awarde the Master of Education degree in hos pital recreation. This development ha resulted from the increased needs fo trained personnel in this specialize field.

The program is under the directio of Dr. Gerald B. Fitzgerald. Mr. Fre M. Chapman was appointed in Septen ber 1953 as assistant professor. He re ceived his master's degree in recreatio from the University of Minnesota and currently a candidate for the doctora in recreation at Indiana University. H has been affiliated for the past sever years with the Minnesota Departmen of Public Welfare as state supervisor patients' program services, is current vice-chairman of the Standards an Training Committee of the America Recreation Society Hospital Sectio

The curriculum in the hospital recre tion includes specific courses in th University of Minnesota School Medicine.

Upon the beginning of this progra in 1950, the University of Minnesot in cooperation with national hospit and professional agencies, sponsore the first National Institute in Hospit Recreation. During May 26-29 of 19 another four-day Institute in Hospit Recreation will be held at the Unive sity of Minnesota Center for Continu tion Study. Details to be published late

* * *

Springfield College is now official affiliated with the U. S. Veterans' A ministration for the clinical training physical educators for work in hospita and institutions for the handicappe Thirty graduate students majoring the field began resident work in ho pitals in June.

Scholarships

The University of Louisville, Allen R. Hite Art Institute, offers four to five scholarships, for students entering in February, covering full tuition and fees. Major fields: painting, sculpture, history of art; program in design; courses in printmaking, ceramics, crafts, art education. Only group of scholarships for art majors in a liberal arts college; programs combine art studies and broader education in either 1:2 or 1:1 proportions. For application, due January 6, write Dean Hilda Threlkeld, University of Louisville, Louisville 8, Kentucky.

Books Received

CE PITCHER, John Gartner. Dodd, Mead & Co., New York 16. Pp. 215. $2.50.

ODY ALIGNMENT IN FUNDAMENTAL MOTOR SKILLS, Ivalclare Sprow Howland, Ed. D. Exposition Press, Inc., 386 Fourth Avenue, New York 16. Pp. 192. $4.00.

ONSERVATION YEARBOOK 1953, THE. Edited by Erle Kauffman. The Conservation Yearbook, 1740 K Street, N.W., Washington 6, D. C. Pp. 320. $5.50.

3 TO 18," J. Wesley McVicar. The Physical Education Department, National Council of the YMCA's of Canada, 15 Spadina Road, Toronto 4. Pp. 196. Single copies $3.00, two copies $5.00.

ILMS IN PSYCHIATRY, PSYCHOLOGY AND MENTAL HEALTH, Adolf Nichtenhauser, M.C., Marie L. Coleman and David S. Ruhe, M.D. Health Education Council, 10 Downing Street, New York 14. Pp. 269. $6.00.

OLDEN BOOKS: BABY FARM ANIMALS, Garth Williams. Unpaged. $1.00. DOG STORIES, Elizabeth Coatsworth. Pp. 66. $1.95. GOLDEN FUN BOOK, THE, Bonnie and Bill Rutherford. Pp. 88. $.50. GOLDEN BOOK OF TRAINS, THE, Jane Werner. Pp. 88. $.50. Simon and Schuster, Inc., New York 20.

ROUP DYNAMICS. Edited by Dorwin Cartwright and Alvin Zander. Row, Peterson and Co., Evanston, Ill. Pp. 642. $6.00.

ANDBOOK FOR GROUP LEADERS, Ann Curphey Brown and Sally Brown Geis. The Woman's Press, 425 Fourth Avenue, New York 16. Pp. 212. $3.00.

OW TO BE A BOARD OR COMMITTEE MEMBER. Roy Sorenson. Association Press. New York 7. Pp. 64. $1.00.

OW TO HELP PEOPLE, Rudolph M. Wittenberg. Association Press, New York 7. Pp. 64. $1.00.

UMAN FIGURE, THE, David K. Rubins. Studio Crowell, New York 16. Pp. 94. $3.95.

MCCALL'S GIANT GOLDEN MAKE-IT BOOK. Simon and Schuster, Inc., New York 20. Pp. 256. $2.95.

OCCER FROM THE INSIDE, Jimmy Seed. Soccer Associates, 10 Overlook Terrace, New York 33. Pp. 112. $1.00.

HEY LEARN WHAT THEY LIVE, Helen G. Trager and Marian Radke Yarrow. Harper & Bros., New York 16. Pp. 392. $4.50.

WEB OF LIFE, THE, John H. Storer. Devin-Adair Co., 23 East 26th Street. New York 10. Pp. 144. $3.00.

YOUR SCHOOL CLUBS. Nellie Zetta Thompson. E. P. Dutton & Co., Inc., New York 10. Pp. 317. $3.50.

Pamphlets

ACCOUNT OF A COOPERATIVE VENTURE IN STATE GOVERNMENT IN THE INTEREST OF BETTER RECREATION, AN. The Michigan Inter-Agency Council for Recreation, Lansing, Mich. Pp. 5. Free.

CARVING ANIMAL CARICATURES, Elma Waltner. McKnight & McKnight Publishing Co., 109-111 N. Market Street, Bloomington, Ill. Pp. 104. $1.50.

COMPARATIVE DATA ON FINANCES AND PERSONNEL OF PUBLIC RECREATION AGENCIES, 1953-54. State Recreation Commission. 721 Capitol Ave., Sacramento 14. Calif. Pp. 41. Free.

DECADE OF YMCA PHYSICAL EDUCATION LEADERSHIP, May 1943-May 1953. National Council of the YMCA, 291 Broadway, New York 7. Pp. 48. $1.00.

DIRECTORY OF PUBLIC RECREATION AND PARK AGENCIES PROVIDING YEAR-ROUND SERVICES. Documents Section, State Printing Office, 11th and O Street, Sacramento, Calif. Pp. 15. $.50 (plus $.02 tax for California addresses).

ENRICHING THE YEARS. State Senator Thomas C. Desmond, Chairman, New York State Joint Legislative Committee on Problems of the Aging, 94 Broadway, Newburgh, N. Y. Pp. 199. Free.

FOLK DANCE SYLLABUS NUMBER ONE. Edited by Michael Herman. Folk Dance House, 108 West 16th Street, New York 11. Pp. 82. $.75.

FROM SCHOOL TO JOB, Ann Tanneyhill. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. $.25.

FRONTIERS FUN WITH SCIENCE FOR CAMP FIRE GIRLS. Camp Fire Girls, Inc., 16 East 48th Street, New York 17. Pp. 119. $1.00.

GOING AHEAD TOWARD BETTER HEALTH AND LONGER LIFE. Metropolitan Life Insurance Co., 1 Madison Avenue, New York 10. Pp. 24. Free.

HELPING CHILDREN DEVELOP MORAL VALUES, Ashley Montagu. Science Research Association, Inc., 57 West Grand Avenue, Chicago 10. Pp. 49. $.40.

HOW CAN CITIZENS HELP THEIR SCHOOLS. National Citizens Commission for the Public Schools, 2 West 45th Street, New York 36. Pp. 36. $.20.

HOW TO START A CRAFT ROOM AND HOW TO BUILD A KILN, Margaret Holt. Margaret Holt, 45 Ingleside Drive, Concord, N. C., Pp. 32. $1.00.

PLANNING FOR RECREATION: A GUIDE FOR TENNESSEE COMMUNITIES. Tennessee Planning Commission, 517 Commerce Street, Nashville 3. Pp. 35. $1.00.

Magazines

BEACH AND POOL, *October 1953*
- A New Pool for Oakland, California, Florence VanEck Birkhead.
- Chicago: An Amphibious City, H. H. Slawson.
- A Community Swimming Program: V. Sizing the Pool.
- Design Portfolio. Pool Purification Equipment.
- The Pool Recirculation System.

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *November 1953*
- Florida's Summer Program, Zollie Maynard.
- Recreation Helps Tuberculous Children, Richard B. Jansen.
- A Sane Competitive Program for Junior High School Boys, J. Holley Ashcraft.

PARKS AND RECREATION, *May 1953*
- Swimming Pool Layout—Construction, Design, Use. C. P. L. Nicholls.
- "Horse Sense" in Interpretation, Paul E. Schulz.

PARK MAINTENANCE, *May 1953*
- Treeless Parkways.
- Get It Piecemeal . . . If Money is Not Available.
- Give Them Beauty, Alfred L. Boeruer.
- Fighting "Car-thritis" is Task if Parks Are to be Spared.

June 1953
- Canada Takes to the Air.
- Fungicides—Where and How to Apply Them.
- Crowd Buffers, Conrad L. Wirth.
- New Maintenance Building.

new Publications

Covering the Leisure-time Field

Understanding Boys

Clarence G. Moser. Association Press, New York 1. Pp. 190. $2.50.

Recreation leaders who sometimes shake their heads in sorrow, frustration or futility at the action of boys of all ages will get some of the answers to the question "Why do they act that way?" in this excellent new book by a boys' leader with more than thirty years of experience.

The normal behavior patterns that boys commonly display at different stages of growth are clearly outlined. Step by step the author traces their physical, emotional and mental growth and indicates the importance of success to the boy at each stage of growth.

Visual charts in the text indicate that the pressures and expectancies of home, church, school and community support or conflict with the pressures of the boy's peers who at middle childhood (six to eight) are his friends and playmates and as he grows older gradually include acquaintances, gang, teammates, clubs, boy chums and girl chums. The kind of impact the boy receives from the interaction of these pressures makes him eager, willing or reluctant to accept new responsibilities and challenges.

Realization by the parent and adult leader of the force of the pressure for acceptance by the boy's peers will help to lead to better understanding. The constant struggle of the boy to establish his worth and independence as an individual and a male and the resulting conflict with authority is clearly pointed out.

Mr. Moser has some excellent ideas on how parents and adult leaders can best work with boys and give them the maximum amount of guidance. He lists ten basic problems every boy faces and points out how adults can be helpful in meeting these problems. They are: (1) How he can develop an image of himself he can respect. (2) How he can develop a normal pattern of affection. (3) How he can achieve independence and self-management. (4) How he can join successfully with his social group. (5) How he can learn his sex role. (6) How he can develop and accept his body. (7) How he can accept and meet society's demand for acceptance. (8) How he can find his place in work. (9) How he can find adventure and joy in living. (10) How he can develop a sound set of values.

Understanding Boys is an informative and inspiring book which should be read by all adults working with recreation programs for boys of all ages.—*David J. DuBois.* Research Department, National Recreation Association.

The Encyclopedia of Sports

Frank J. Menke. A. S. Barnes and Company, New York 16. Pp. 1018. $10.00.

New and revised, this edition of a well-known sports reference book is most complete, containing new material and covering a broad range of sports activities from archery to yachting. The sports enthusiast and sports leader will find it interesting as well as informative. It is indeed his encyclopedia of sports.—*Arthur Williams,* Assistant Executive Director, National Recreation Association.

You Can Teach Music

Paul Wentworth Mathews. E. P. Dutton and Company, Incorporated. New York 10. Pp. 178. $3.75.

The recreation leader without much musical training, who is called upon to supervise or conduct children's classes in singing, rhythmic activities or appreciation, will find reassurance and assistance in this little volume. Though prepared as a handbook for the grade school classroom teacher, it applies almost equally in many respects to the situation in the play center.

Singing, as the group activity capabl of engaging the largest number o children, is given the main attention Several chapters are devoted to method of enlisting interest and participation achieving such aims as enjoyment an good tone quality, song selection fo different age groups, how to teach rote song, how to use a pitch pipe, an building chords for part singing an accompaniment. The question of wha to do about popular songs is treated i a common sense way that takes int account both psychological and musica principles.

The author believes that rhythmi activities are for everyone and give practical points on the use of fre rhythms, interpretive rhythms, drama tization (rowing a boat, raising the flag triumphal marches, and subjects t challenge the imagination of olde children), singing games, folk dance and handling of rhythm bands. There are helpful lists of books and record ings in this section and in one o listening headed "Listening Can B Fun For All."

For those interested in promoting self-expression through the simple instruments not regularly used in or chestras and bands, there are sugges tions on the place of the fife, harmonica autoharp, recorder and melody bells and on the playing of simple tunes o the piano.

The "creative" side is treated in a chapter entitled "Make a Song—o Make a Drum." Though the treatment is brief, it includes a few attractive melodic lines as ideas for the songs caution on the limits of homemade instruments and references to more extensive help on the subject.

The last section of the book indicates possible correlation of music with other activities and hints for selecting equipment.—*Gertrude Borchard,* Correspondence and Consultation Service, National Recreation Association.

The Burl Ives Song Book

Ballantine Books, 404 Fifth Avenue, New York 18. Hardbound edition, pp. 320. $5.00. Paperbound edition, pp. 288. $.50.

Published in pocket-book size, and available at your corner news-stand, the paperbound volume of this collection of 115 American songs should be examined by every recreation leader. Complete with piano arrangements and guitar chords, these are selections from the repertoire which has made Burl Ives one of America's popular folk singers. Each is accompanied by his own comments; for those who want to hear how he sings them, his records,

vering most of the songs in the book, e listed. According to the *New York imes*, "Like Carl Sandburg's *American ongbag*, this is a book every American ill want to own."

The Book of Arts and Crafts

Marguerite Ickis and Reba Selden sh. Association Press, New York 7. p. 275. $4.95.

Here is an amazing book—just in me for planning the craft programs r summer playgrounds and camps. It ntains over a thousand craft projects, ch one fully described, with directions nd clear illustrations of techniques. he major mediums—wood, leather, etal, plastics, paper, textiles and clay —involve a minimum of equipment and st.

The book is divided roughly into six arts. Part One sets the stage, giving ackground material on value, philsophy, care of material, and design.

Part Two groups projects around the ome, and includes such crafts as woodorking, metal, stencils, mobiles, driftood, pottery, tin, and so on.

Part Three groups crafts for personal dornment—sandals, bracelets, sequin ewelry, seed jewelry, belts, buttons, and o on. Many of these would please teenagers and young adults.

Part Four concentrates on crafts for amps and playgrounds. It includes nany Indian crafts, puppets, buffoons, nusical instruments, corn husk craft, elt-o-grams, lanterns.

Part Five is full of simple projects for ery young children—dolls, paper bag rojects, play store, gifts, and so on.

Part Six groups craft projects around pecial needs. It includes poster ideas, arty decorations, ornaments, trays, aper tricks, chair caning and many thers.

The projects in this book represent ears of experience of two skilled craft nstructors. The book is made even nore valuable by a functional index as well as an alphabetical one. Highly ecommended. — *Virginia Musselman*, Program Service, National Recreation Association.

High, Low—Together Go!

Edna M. Ruff. Hall & McCreary Company, 434 S. Wabash Avenue, Chicago 5, Illinois. Pp. 96. $.60.

This little book of eighty-six songs or children was prepared to aid in the ntroduction of harmony in group singng, on the principle that this is a natural ollow-up to the melody experience of unison singing, and is also more fun. The content ranges rather widely over he fields of activities appealing to youngsters, folk songs of America and other countries, holidays, humor, nature, historical figures and incidents, and a few rounds and sacred songs. The material has been tested out in children's classes, and has been kept within the capacity of the child voice and his ability to experiment with singing at sight both upper and lower parts.

To read at sight even simple music is an accomplishment well worth cultivating. It is of special help to those who join glee clubs and choruses. Like other skills it grows with practice, and that practice may well start before adolescence. Hence, guidance of the kind given in this booklet is welcome.

There is available also a teacher's edition, with procedure for teaching two-part sight singing successfully. The manual includes all the numbers in the song book, plus piano accompaniment for many of them and piano, chord and autoharp chord indications for others. Price is $1.50 for this edition.

Add Life To Their Years

Catherine Lee Wahlstrom. Department of Social Welfare, National Council of Churches. Pp. 75. $1.00.

A new book on work with older people which is designed as a manual to be useful to those who work with the aged in institutions or in their homes, to educational and recreational groups, in fact to all concerned with the happiness and usefulness of older people.

The Congregation Serves Older People

Department of Social Welfare, National Council of Churches Publication, 120 East 23rd Street, New York 10. $3.75 for 100 copies.

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United Nations Bulletin

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COMING EVENTS
1954

"The tugging ship is unmoored; her sails are filling with the breeze; she sniffs the spray in her nostrils; her rigging grows taut like giant muscles; the course is set; the pilot is at the helm—the New Year is outward bound!"—*W. W. W. Argow*

From *Quotations for Special Occasions,* Maud Van Buren. The H. W. Wilson Company, New York, 1938.

January

The first day of many new years has seen the advent of countless memorable occasions. On this day President Lincoln issued the Emancipation Proclamation (1863); the United States parcel post system was inaugurated (1913); and Betsy Ross (1752) and Paul Revere (1735) were among the American patriots who claimed it as their natal day. In this modern age, the day is annually celebrated with special events of renown—the Mummers' Parade in Philadelphia, major "Bowl" football games, and the Tournament of Roses in Pasadena.

After this auspicious start, the rest of the month follows through with several other occasions to add spice and theme to the recreation program planner's schedule of events. Twelfth Night offers an occasion for a merry celebration based on the traditional "Burning of the Greens." National Thrift Week has as its purpose the encouragement of thrift—and prudent spending. The March of Dimes furnishes an opportunity for community cooperation in a nation-wide cause. These are but a few of the dates to circle on your calendar and build into your plans for January.

1	New Year's Day
2-31	March of Dimes
3-10	Universal Week of Prayer
6	Twelfth Night
13	Stephen Foster Memorial Day
16-Feb. 16	Jewish Music Festival Month
17	Birthday of Benjamin Franklin (1706)
17-23	National Thrift Week
19	Birthday of Robert E. Lee (1807)
31-Feb. 7	Youth Week (Christian Endeavor Week)

February

This month has long been called "the party month" for programmers as it's literally jam-packed with days and weeks to celebrate. Occasions—both serious and light-hearted ones—to lend variety to a program. In your Valentine craft corner this year, why not include a few sessions on making Mobile Valentine cards (looks like a mobile year ahead after the sudden surge in popularity of these fascinating gadgets during the past holiday season), and it's time to get out costumes again for a parade or masquerade for the Mardi Gras early next month.

1	National Freedom Day
1-28	American Heart Month
2	Ground Hog Day
7-13	Boy Scout Week
8-14	National Table Tennis Week
11	Thomas A. Edison's Birthday (1847)
12	Abraham Lincoln's Birthday (1809)
12-22	Americanism Week
12-22	National Defense Week
14	Race Relations Day
14	Valentine's Day
14-20	National Crime Prevention Week
21-28	Brotherhood Week
22	George Washington's Birthday (1732)

March

March, with its proverbial lion-like ferocity and lamb-like meekness in weather, marks the end of winter—the start of spring. Now's the time to buckle down and really get those spring and summer programs lined up—but take time along the way to plan special events for this month too. There are several days of great religious significance to consider, a week to emphasize the conservation of our natural resources, and St. Patrick's Day for a rollicking party with shamrocks, blarney, and all the green of Erin.

1-31	Red Cross Fund
2	Mardi Gras (Shrove Tuesday)
3	Ash Wednesday—beginning of Lent
5	World Day of Prayer
6-14	National 4-H Club Week
12	Girl Scout Birthday
14-20	Camp Fire Girl's Birthday Week
17	St. Patrick's Day
18-April 18	Easter Seal Appeal
19	Purim—Jewish Religious Festival
21	First Day of Spring
21-27	National Wildlife Week
29-April 4	National Boys Club Week

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Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

January, February and March 1954

HELEN M. DAUNCEY Social Recreation	Greenville, South Carolina January 11-14	H. F. A. Lange, Superintendent of Parks & Recreation, 16 Park Avenue
	Cleveland, Tennessee January 18-21	Warren F. Magee, General Secretary, Young Men's Christian Association, 363 Spring
	Cleveland, Ohio February 15-18	Henry B. Ollendorff, Executive Director, The Neighborhood Settlement Association, 3754 Woodland Avenue
	Pacific Northwest District March 1-April 15	W. H. Shumard, NRA District Representative, 2864 30th Avenue, West, Seattle, Washington
ANNE LIVINGSTON Social Recreation	Wilmington, North Carolina January 25-28	Arnold Peterson, Superintendent, Parks and Recreation Department, Community Building, Second and Orange Streets
	Fayetteville, North Carolina February 1-4	Selwyn Orcutt, Superintendent, Recreation and Parks Department, 212 City Hall
	Mooresville, North Carolina February 8-11	Miss Mae Crandall, Superintendent, Recreation Commission, War Memorial Community Building
MILDRED SCANLON Social Recreation	State of Vermont January 4-8	Mrs. A. O. Brungardt, Vermont Director of Recreation, Montpelier
	Greenville, Pennsylvania January 11-14	Dunham V. Reinig, Director, Riverside Recreation Center
	St. Petersburg, Florida February 1-4	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Dade County, Florida February 8-12	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	West Palm Beach, Florida February 15-19	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Tampa, Florida February 22-26	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Long Beach, California March 8-11	Walter L. Scott, Director of Municipal and School Recreation, Long Beach Recreation Commission, 235 E. 8th Street
	Hayward, California March 15-18	Harold L. Teel, Superintendent, Park, Recreation and Parkway, 1015 E Street
	Pacific Southwest District March 22-April 1	Lynn S. Rodney, NRA District Representative, 606 S. Hill Street, Room 1009, Los Angeles, California
GRACE WALKER Creative Recreation	Williamston, North Carolina March 22-25	W. A. Holmes, Principal, E. J. Hayes School, Box 111
	Halifax, North Carolina March 29-April 1	Mrs. Bessye S. Wilder, Supervisor, Halifax County Schools
FRANK A. STAPLES Arts and Crafts	Pacific Southwest and Pacific Northwest Districts February 15-April 30	Lynn S. Rodney, NRA District Representative, 606 S. Hill Street, Room 1009, Los Angeles, California, and W. H. Shumard, NRA District Representative, 2864 30th Avenue, West, Seattle, Washington

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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Publications for Program Planners

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Planning for Girls in the Community Recreation Program
(P 200)
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Here's real help for the municipal recreation department or community group interested in establishing a recreation program especially for girls. This 32-page booklet contains a statement of the basic purposes which should motivate this type of program, an outline for a study of community resources, suggestions for a broad range of activities classified as to age groups, chapters on standards and leadership, a helpful reading list and the names of several organizations from which source material may be secured.

NEW!

Look—A Parade!
(P 91)
$.35

Hints for parades for special days, informal parades for individual playgrounds, and children's parades. Includes directions for making floats and decorations.

Easter Crafts And Games
(P 171)
$.25

Suggestions for decorating eggs and for craft projects with paper, metal and kitchen supplies. A number of games suitable for Easter parties are also described.

Planning and Producing A Local Pageant
(P 46)
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Suggestions for writing and producing a local pageant and descriptions of the methods used in three communities for producing widely varying types of pageants.

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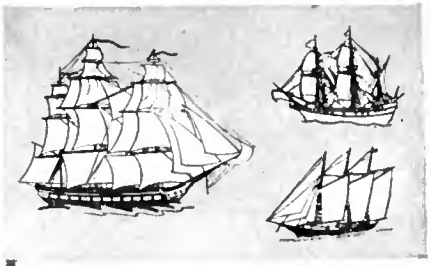

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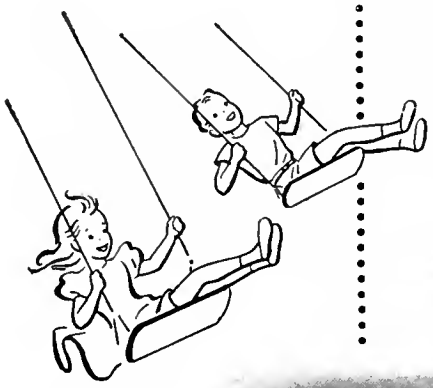

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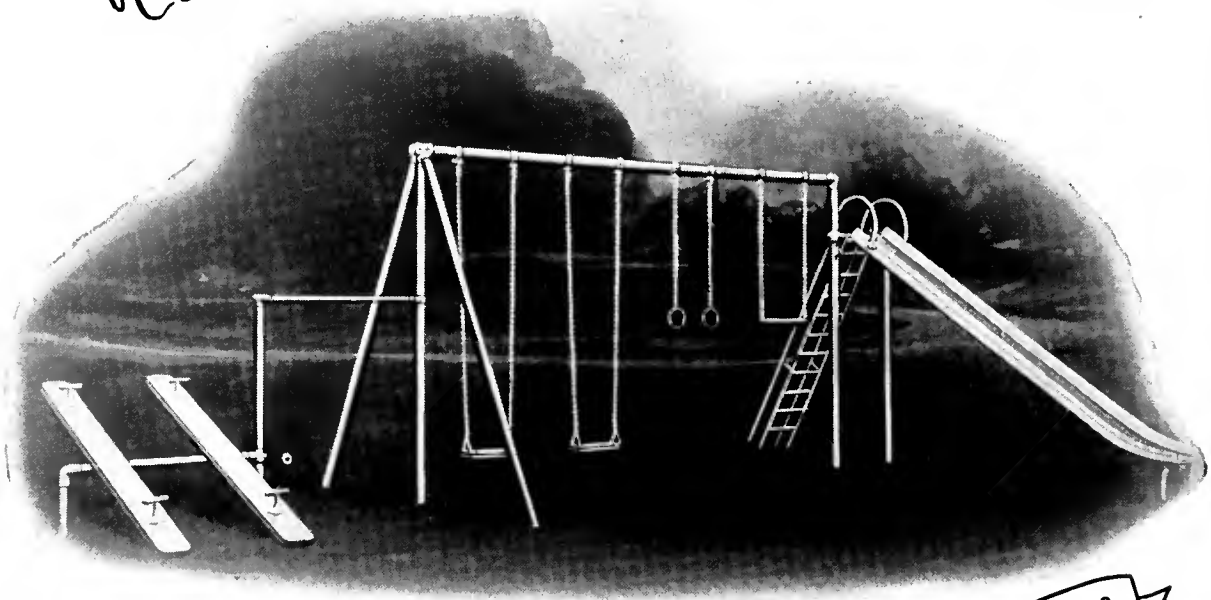

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FEBRUARY, 1954

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVII Price 50 Cents No. 2

On the Cover

THE TAKE-OFF. Have you ever known a youngster who does not love to play in the snow? If you are lucky enough to have some of this commodity in your area, *make the most of it.* Skiing is started with the young in Canada. Photograph courtesy of Canadian Government Travel Bureau.

Next Month

March, with bright sun and windy blue skies, brings a long look at the summer days that lie ahead. This, therefore, will be the month of our special day-camping issue of RECREATION. It includes, among other day-camping materials, excellent how-to-do information in a pattern for day camping, as it is conducted by the Chicago Park District. "A New Venture in Day Camping," by Daniel E. Wagner, of Dayton, Ohio, tells of a successful experiment in the provision of this service for diabetic children. "City Day Camping, Country Style," by Daniel S. Scheehter, describes a new day-camping set-up for six hundred lucky youngsters from the sidewalks of New York. The program section of the magazine presents many suggestions for day-camp activities, among them nature lore and nature games, orienteering, vagabonding. Part II of "Planning for Recreation in the Modern City," is by Henry Fagin, Planning Director, Regional Plan Association, New York City.

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

oseph Prendergast

Editorial

UVENILE DELINQUENCY—In Proper Perspective

Juvenile delinquency is on the front ige again! The U. S. Children's Bu-au has issued statements recently in-icating a high current rate of increase delinquency. The Judiciary Com-ittee of the Senate of the United States as appointed a special subcommittee investigate the situation. A great eal of attention is being given to juve-ile delinquency in the national and lo-il press. Should we, however, let or-anized or unorganized endeavors to ill public attention to the special needs f the comparatively small delinquent roup unduly influence our faith in the asic soundness of our American chil-ren and youth?

The published figures on delinquency re not always consistent, and although appears safe to assume that the num-er of reported cases is increasing at a reater rate than is the juvenile popula-on of the country, the present rate is ill only about three per cent of the otal population of the age group con-erned. It would be interesting to know hat these figures might be, without our any programs for normal. happy and reative living!

This is the other, the happier side of he picture and one of which we in rec-eation and other related services can ell be proud. This is the side presented y the ninety-seven per cent of our outh who are approaching maturity ith only the usual aches and pains of rowing up. This very large per cent, nade up of normal, healthy individuals, hould greatly hearten all those in rec-eation and other youth-serving organi-ations who have labored so long with our children and young people in posi-ive and constructive ways.

The delinquent group, now estimated t between 350,000 and 400,000 young people, of course presents a serious problem which must be solved; but in taking a look at the world today, in which our boys and girls must live and grow, let us marvel not at the fact that there are so many juvenile delinquents but at the fact that there are so few. When we consider the difficult strains and adjustments of the present, the uncertainties of the future and the negative pressures on youth from many sides, we should be proud of our young people, and of the many groups which support them in their struggle for normal living—the family, the church, the school, the recreation agency.

Today's increasing delinquency rate is a direct challenge to recreation leadership to increase the provision of community recreation services for all of our young people. Experience has proven the particular need of our program in times of special strain. We are failing our children and young people when we do not battle vigorously and courageously for increased public support for our efforts, and when we accept unwise budget reductions at a time of increasing need.

In replying to the request of Senator Robert C. Hendrickson of New Jersey, chairman of the special senate subcommittee now working on this problem, for the views of the National Recreation Association on juvenile delinquency, I said in part:

"We have always preferred to emphasize the positive approach because we believe that recreation is one of the fundamental essentials of living, and that as the modern-day pressures increase, the wholesome use of leisure time has become increasingly important to all age groups.

"As William G. Robinson said in the May 1951 issue of the *Michigan Municipal Review:* 'With the decreasing functions of the home in our modern-machine civilization, the fields of education, religion, health protection and recreation have increasingly been taken over by public or community agencies. Together with the home, they form the environment in which the child develops. It is as one of the environmental factors that publicly supported recreation has a place in the development of the boy and girl, and a relationship with the prevention of delinquency. It can supplement the home in the provision of facilities, and in the provision of leadership. It can provide opportunities for the family to learn to play together. To some extent, it can compensate for lack of understanding and harmony in the home. It can never *supplant* the home in providing for the play life of the child.

" 'Recreation operates in a positive way in its relation to delinquency by building in the boy or girl interests, skills and resources which crowd out the call of the gang. . . .

" 'The prevention of delinquency is frequently a compelling argument in securing support for recreation. The relation may be hard to prove statistically, its importance is frequently exaggerated, but there are on record expressions of opinions from many judges, probation officers, and police to the effect that recreation programs have decreased delinquency. Fathers and mothers, as well as educators and students of the behavior of children and youth, are united in recognizing that disaster follows where the play life is not recognized in the environment of children and youth.' "

The fight against delinquency is a battle on two fronts. We must support the forces of proper treatment and care, of which recreation is an important member. We must lead the forces of prevention by making it possible for our children and youth to live normal, well-adjusted lives even in these trying times. Let us tackle the total job in proper perspective—let us be as concerned with the latter as with the former—and let us keep our faith in our youth, and by doing so keep faith *with* our youth.

MR. PRENDERGAST *is executive director of the National Recreation Association.*

Things You Should Know . .

▶ A VERY SUCCESSFUL ANTI-VANDALISM CAMPAIGN has been carried out by the Kiwanis and Key Club Districts in New England. Many towns proclaimed "Anti-Vandalism Day," in which the main events were panel discussions on this problem, poster distribution, school assemblies, and cooperation with other youth organizations. Parents, school authorities, civic officials, clergymen, and high school boys and girls of the local communities participated in the project.

▶ IN MATTERS PERTAINING TO JUVENILE DELINQUENCY Joseph Prendergast, as executive director of the National Recreation Association, has been invited to testify at the hearings of the special subcommittee of the Judiciary Committee of the U. S. Senate. It is expected that the Association's testimony on the place of community recreation in the prevention of juvenile delinquency will be presented on January 21. As we go to press this has not as yet taken place; but further information on the hearing will be reported in the March issue of RECREATION.

▶ THE PROBLEMS OF THE AGING are to be surveyed in Hagerstown, Maryland, according to Dr. Philip S. Lawrence, of the United States Public Health Service. This will be on their health and employment problems and will include opinions on retirement.

▶ THE BASIC RESEARCH PROBLEMS discussed in New York in December, at the first meeting of the National Council on Research in Recreation, called by the NRA and chaired by Dr. Luther Gulick, were: Leisure and Its Significance Today—an examination of the leisure-time behavior characteristics of the American people; America's Recreation Resources—their conservation, development and wise use; Underlying Assumptions and Basic Principles of the Recreation Movement—a re-evaluation; A Research Center for Recreation—the integration of specific research projects into a continuing over-all recreation research policy and program.

Members of the Council and of the Association's National Advisory Committee on Recreation Research will be listed in the March issue of RECREATION.

▶ BOARD MEMBER OF THE NATIONAL RECREATION ASSOCIATION, F. W. H. Adams has been appointed police commissioner of New York City. Mr. Adams has served on the board since 1938, having become interested in recreation affairs many years ago, in connection with the summer camps operated by the Association for the Improvement of Conditions of the Poor. He is a member of the Catholic Lawyers Guild, New York Law Society and the Association of the Bar of New York City.

▶ IN A RECENT SURVEY of the present and potential value of Active Associate Membership in the National Recreation Association for recreation leaders below the executive level, questionnaires were sent to the country's recreation executives. One-third have answered so far. Tabulation of returns indicates an overwhelming majority feel that all recreation leaders should be "associated for service" with NRA. Said 81.5 per cent . . . "all recreation leaders should be members." Said 87 per cent . . . "all recreation leaders should read RECREATION."

▶ A FEW COPIES OF THE ORIGINAL STUDY, *Recreation Interests and Needs of High School Youth,* a resumé of which appeared in the January 1954 issue of RECREATION, are available from Robert A. Van Auken, Director of Research, Department of Education, 108 Union Street, Schenectady, New York.

On page 44 of the RECREATION article, under *Church:* the word "decreases" should read "increases." Sorry.

The National Recreation Association is planning to prepare a documented statement on the relation of recreation to delinquency prevention. Readers are urged to submit specific examples of how recreation has actually cut down local delinquency rates. See Mr. Prendergast's editorial on page 69.

▶ THE ANNUAL OBSERVANCE OF BRO THERHOOD WEEK occurs February 21 28, 1954. Program aids and folders ca be secured from your nearest office o the National Conference of Christian and Jews, or from Commission on Edu cational Organizations, 381 Fourt Avenue, New York 16, New York. Th theme: "Let's All Get Together."

▶ LOOK UP THE EXCELLENT ARTICL "School for Students Age 60," by Mer Miller, which appeared in the Octob 1953 issue of *The Nation's Busines* It is the story of the interesting Co Spring Project in New York State, e dorsed by Vassar College.

▶ TO MEET MANY NATION-WIDE R QUESTS, for a publication outlining t establishment and operation of a hobb show for older people, the Welfare an Health Council of New York recent published *A Blueprint for a Hob Show for Older Persons.* The twent page mimeographed booklet sells f one dollar a copy. Address, 44 E 23rd Street, New York 10.

▶ DIRECTED TO professional and co munity organizations concerned w group care for pre-school children, t book *The Creative Nursery Center—Unified Service to Children and Paren* has been issued by the Family Serv Association of America in a pap covered $2.00 edition. The book, or inally published in 1948, was writt by Winifred Y. Allen and Doris Can bell. Order from the FSAA, 192 L ington Avenue, New York 16. N. Y.

An article on boxing and prize fig ing entitled "A Page from a Directo Notebook," appears in the May-Octol 1953 issue of the periodical bulletin the United Automobile Workers, C and is called to our attention by Geo Hjelte, general manager, Departm of Recreation and Parks, Los Angel The bulletin is published at UAW he quarters, 8000 East Jefferson Aven Detroit 14, Michigan.

▶ THE IMPORTANCE OF EMPLOYEE R REATION ACTIVITIES as a part of a sou human relations program in industry emphasized in a new publication by Small Defense Plants Administrati *Human Relations in Small Industry* available from the U. S. Governm Printing Office, Washington 25, D. for twenty-five cents.

▶ AVAILABLE TO AFFILIATE MEMBE OF THE NRA is an annual Report Lend Library. A group of successful ann reports from cities of comparable s will be sent to affiliate members requ ing them. Reports may be kept for more than two weeks. Members p postage and a slight handling char

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Editorially Speaking

Shell Your Own Corn

In an editorial, in the *Art Educationist*, editor Clyde C. Clack says:

"There is an old story about the needy farmer who wanted bread but refused a turn of corn because it wasn't shelled. Many people have nurtured a similar attitude toward art. . . .

"Evidence of this desire to have someone else shell their artistic corn has been seen in the long practice of depending on mental crutches to produce pictures, designs, craft objects . . . These have most often taken the form of tracing or copying pictures; use of predrawn patterns for craft gadgets; pictures and objects to color; and ready-formed molds for casting clay or plastic objects.

"Through the years art educators have been striving to overcome this attitude . . . both at school and in the community. They have stressed . . . the importance of original creative work done by each individual. Observations have indicated that noticeable progress has been made . . .

"During the last twelve or eighteen months, however, this encouraging feeling has received a shock. It has come in a form that seems to be more discouraging to the creative approach than the older practises of tracing and coloring. The old methods did require some effort at drawing and selecting one's own colors. The new 'road block' has eliminated all drawing and even the choosing or naming of colors, because the colors are numbered—also the spaces where they are to be placed—thus eliminating the need for all creative thinking.

"The wide acceptance of these precreated pictures and craft objects brings into sharp focus the urgency for renewed faith in the value and importance of a sound creative approach to one's art experiences."

Leisure

The third session of the New York *Herald Tribune* Forum, last fall, was devoted to the subject of leisure. Among comments that evening, C. Wright Mills, Associate Professor of Sociology, Columbia University, said:

"The mass production of distraction is now as much a part of the American way of life as the mass production of automobiles. In fact, the values that make up this way of life are more and more the values of an ethic of leisure. For, as work declines in meaning and gives no inner direction or center, leisure becomes the end of life itself, and the leisure ethic swallows up all values, including those of work.

"The most important questions to ask of any sphere of society are: What kinds of men and women does it tend to create? What personal styles of life does it inculcate and reinforce? . . .

"What leisure — genuine leisure — ought to do is to relax our attention so that we come to know better our true selves and our capacities for creative experience. Beyond animal rest, which is both necessary and for many today quite difficult to get, genuine leisure allows and encourages our development of greater and truer individuality. Leisure ought to be what work ought to be, and what neither of them usually is: a sphere of independent action. . .

"The so-called problem of leisure, in short, is the problem of how we can heighten the qualities of experience in all areas of American life to such an extent that there will be no problem of leisure."

They Say About Juvenile Delinquency

"The boy who shows up at the city parks and the supervised playground is inoculated against delinquency or he wouldn't show up. Such activities do not attract the cocky, adventurous boy. Why not let the boys form a hot-rod group—go to the police chief or th mayor and ask for a 'drag strip' wher they can test their cars instead of bein picked up for going eighty miles a hour?"—*Dr. Walter Reckless, Ohi State University.*

"There is no single answer to juvenil delinquency. It is a problem in the sol tion of which the community, the schoo the church, the home—in fact ever good citizen—must play a part. Her are literally boundless opportunitie and responsibilities for voluntary we fare organizations."—*Mrs. Oveta Cul Hobby, Secretary, Department Health, Education, and Welfare.*

"We have a feeling the public is ju about fed up with the interminable find ings by all sorts of local and nationa committees which compile facts o juvenile delinquency that are alread well established and come to concl sions that have long been obvious."— *Editorial in Script-Howard new papers, November 17, 1953.*

An Editor's Opinion

We are forever being asked the que tion: Why doesn't East Orange have Little League entry? The answer w give is that East Orange had midg and junior baseball leagues befo Little League was ever heard of, an still has them. Little League gets a lot national publicity, too much we thin sometimes, but the primary purpose it all is to get youngsters playing bas ball. They can do that in East Oran with uniforms and with organize leagues. And we don't get any of th professionalism and commercialis here that seems to be a part of the Litt League program. Little League is fi where you have no other baseball pr gram, but we have a program here, ar a good one at that.—*East Oran Record*, New Jersey, July 1953.

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with Army Service Clubs in Germany and France. Young women who are U. S. citizens, single, age 23-35, graduates of an accredited college with major in recreation or related field, with demonstrated leadership ability, may apply for position as Recreation Leader, salary $3410 per year. Supervisory positions also available for women, age 26-40, who have an additional two year's paid experience in recreation leadership, salary $3795. Two-year employment agreement, transportation and housing provided. Write to: Department of the Army, Office of Civilian Personnel, Overseas Affairs Division, Old Post Office Building, Washington, D. C., Attn.: Special Services Recruitment Section.

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Old police station was converted into Plain Street Recreation Center.

Gymnasium adjacent to pool is used for dressing and showers in summer, indoor activities during the winter.

They take their painting seriously. This is an arts and crafts activity in all centers.

Recreation in Providence

Dorothy Pratt

FOR the first time in its history, Providence, Rhode Island, now has a year-round public recreation program. Three full-time indoor centers house varied activities for twelve months of the year. Seven junior high schools and two new gymnasiums operate in the fall and winter. There are two new outdoor swimming pools adjacent to the gyms, now the most popular summertime facilities, and forty-two playgrounds. Seasonal gaps are filled with city-wide community events.

Providence now ranks well up among the cities of its size in facilities and activities offered its young people, with a start made towards provision for adults too. All this has grown from an inadequate summer playground program, which was all that the city had seven years ago.

As has doubtless been true in other communities, World War II, with its labor and material shortages, played havoc with the recreation program in Providence. It was impossible to get qualified recreation workers, even had there been the same conception of desirable personnel standards in Providence that there is now. Many times, boys and girls scarcely older than the playground children themselves were hired as leaders.

The general unrest of wartime may have been one cause for widespread vandalism. Playground shelter houses were wrecked. Materials and labor were not available for repairing them. General dilapidation and neglect characterized the playgrounds throughout the city.

Children showed the effects of this situation in restlessness, even greater than that brought about by war and post-war dislocations. Juvenile delinquency was its most serious manifestation. Social agencies and, increasingly, the general public demanded reform.

The then Mayor Roberts, now Rhode Island's governor, accepted the challenge. Appointing a committee of leading citizens to advise him, he called for a million-dollar bond issue for new recreational facilities. This the voters approved in 1946.

It was spent for repairs to thirteen old playground shelter houses, the erection of ten new ones to replace those which had been wrecked beyond repair, the two new Olympic swimming pools with attached gymnasiums, and for several new playgrounds and playfields.

In 1947, a new department of recreation, independent of the park department which previously had jurisdiction, was organized. Among other things, the new department undertook to maintain its own play areas, which operation now takes by far the biggest slice out of its budget.

Since that time a second million dollars has been approved. Earmarked principally for two more new swimming pools, its expenditure awaits its place in the time schedule of the city's capital expenditures for all municipal improvements.

The annual budget to operate this greatly expanded plant has jumped four times—from around $50,000 to $234,-

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37 for the fiscal year 1953-54, as compared to that of $257,388 in the previous ear. Pool-use fees offset this a little. he last increase is accounted for by a eneral increase in salaries and wages r all city employees.

Most recently the city plan commission, in a master plan for playgrounds nd playfields, proposed that the city end approximately $6,000,000 more ver the next twenty to thirty years to istribute play areas more evenly roughout the city. Providence is andicapped by the fact that many of s existing grounds, located on rough illsides, cannot be used to advantage nd because playgrounds were established before population growth hanged the areas of greatest need.

The new department of recreation as a committee of seven, meeting onthly with the mayor and director, to dvise on over-all policies. Members are ie judge of the juvenile court, superintendent of schools, an Italian settlement house director, CYO director, a egro of high standing, a Jewish and Protestant civic leader—the latter vo being women.

The administrative staff consists of a irector, two assistant directors, two ll-time recreation leaders, one musicecreation leader and a director of pubc relations. The maintenance division headed by a superintendent and emloys thirteen full-time laborers and n part-time workers.

One swimming instructor is in charge f both pools. In addition, each pool as two engineers, two watchmen, two ashiers, two ticket takers, four counter ersons, four hygiene inspectors and ve lifeguards. There are a man and a oman director and two recreation aders at each pool gymnasium, plus mechanical help. Each of the three indoor recreation centers has a director and from two to three full-time recreation leaders, as well as part-time recreation leaders and specialists. The school centers also are staffed with directors and recreation leaders.

National Recreation Association personnel standards are followed for the most part. In the early days of the new department, prospective recreation workers were required to attend NRA training institutes. But more recently in-service training from department officials has been established.

What do the children get out of all this?

Periodical city-wide events are held. These include fishing rodeos with the swimming pools stocked with trout; pushmobile and kite races; Thanksgiving turkey and Easter egg hunts; snowball contests; bicycle races with emphasis on safe riding; ping-pong and checker tournaments; pet shows and block dances.

The department cooperates with the *Providence Journal* in running twenty-four basketball and thirty-two baseball teams for boys fourteen years old and younger, and eight girls' basketball teams. With its own two hundred summer baseball teams, it is estimated that four thousand girls and boys participate.

Periodically there are city-wide field days in outlying parks where children gather for day-long programs of sports and contests.

It was an interesting conversion of facilities when an old police station in one of the most congested districts of the city was renovated into an attractive center for boys. (It is still bright and colorful after several years' use because the boys themselves wash the walls and floors.)

The city acquired another three-story brick building with attached gymnasium when it exchanged other property for the former Jewish Community Center building. Largely served in this area is a Negro district. An abandoned school building in another crowded area brought a wide variety of activities to a population in which Portuguese and Irish prevail.

One of the most constructive activities in this last-mentioned building is a toy-lending library. Toys are gathered and repaired by the local branch of the American Association of University Women, and private-school girls stock it. Toys are loaned by card, as are books from a public library. Child patrons creditably meet the challenge of returning the toys intact and in as good condition as can be expected from normal youngsters.

Recreation department clothes-and-toy auction raised money to buy playground equipment for Worcester tornado victims.

Activities in the pool gymnasiums during the winter emphasize the dual service of these facilities—outdoor swimming in the summer time and indoor use the rest of the year. Private organizations such as the CYO and private settlement houses have been given use of the gyms when it did not conflict with that of the department itself.

Music, dancing, sewing, some cooking, painting, arts and crafts, jet-auto racing, dramatics, parties, woodworking, charm schools, quiet games and gymnastics are on the programs of most of these centers. The recreation program is facilitated through the use of the schools' machine, art-metal and woodworking shops.

Summer playground programs have expanded greatly. Weekly special events vary the tenor of traditional activities which might otherwise become monotonous as the summer wears on.

To date, activities for adults have included family fishing rodeos, neighborhood movies and social hours for old people in a housing project.

The NRA district representative says of Providence:

"Last year the Providence recreation department exceeded the million mark in numbers of participants. This does not include spectators. Jack Cronin is doing a fine job in assisting private agencies; his special activities department is outstanding. There are about sixteen special events on a city-wide basis during the year. He has a special TV program on the air very frequently. These are 'live' programs including the children of the city. There has been an excellent reaction to this—from both the TV station and the public."

A wilderness stopover on Sarah La in the Quetico Province Park, Ca ada, was taken during an Americ Forest Trail Rider's Canoe Tri

Let's Take A Canoe Trip

Sigurd F. Ols

WHAT MAGIC in those words, adventure, wilderness solitude. packs and portages, and canoes slipping down wild beautiful waterways. Canoe trips mean getting away from the conventional—roads, airplanes, motor boats, established camps. They mean tents and sleeping bags, campfires and the calling of the loons, northern lights, and singing. Canoe trails will always have appeal, just as they had appeal to the men of the wilderness two centuries ago.

In the early days voyageurs of the Hudson's Bay Company traveled the Quetico-Superior region up along the Minnesota-Ontario border just as modern voyageurs do today. They were hardy men from Montreal and Quebec, who lived bountifully on peas and pork and whatever else they could find along the trails. They packed prodigious loads and paddled twenty hours a day. Weird legends have come down to us of these loads, how they scorned anything less than two of the regular ninety-pound packets of fur.

Mighty men these French voyageurs, and happy men to boot, proud of their calling as only men can be who have learned to love a way of life. They liked to sing as they fought their way across lakes and portages and their ancient chanson echoed from the shores wherever they went. Countless rivers, portages, and lakes, from Quebec to the headwaters of the great McKenzie in the far northwest, bear such names as Lac la Croix, Dieu Riviere, Maligne and Grand Marais, testimony to their passing.

For almost a hundred years, along their route, the wat ways were forgotten, but now once more there is singi and joy on the trails. Today a new type of voyageur is w us, thousands of young men and women from the towns a cities of the United States and Canada. They are carryi on the traditions, following the historic routes along t border, camping on the old campsites. They have enter into the wilderness way of life with the same joy and ab don as the voyageurs of old.

To those who have never taken a canoe trip, it seems l an impossible thing to do. Sure it would be fun, you s but I don't belong to an organized group and just do know how to go about it. What sort of equipment does c take. How about maps and food and getting lost in w country? How does one get along out of touch with sto and supplies? And isn't it a pretty reckless thing to do one isn't a good paddler?

Such questions are legitimate but they can all be answer easily. For a good many years I acted as guide in the wild ness canoe country of the Quetico-Superior and for so time after that as manager of an outfitting post. I've se a lot of inexperienced parties go in and know what they up against. I've also seen them come back hardened a

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brown, paddling like veterans and already planning their next year's trip. The majority of them were as green and uncertain as you, and not a little apprehensive, but this they all had in common, they wanted to know what wilderness living was like. They wanted to get away from civilization and they all had a deep inherent love of the out-of-doors.

Actually it is a very simple thing to prepare for a canoe trip. You can either bring your own outfit and food or depend on one of the outfitters at your jumping off place. Suppose you don't want to go to the expense and bother of assembling your own outfit and transporting it to your starting place, then all you have to do is write to the outfitter, let him know how many there will be in your

Putting a canoe into Brent Lake at the end of portage on the same trip. Portages can be fun, if they are taken right.

party and how long you will be gone. For an average charge of about five dollars per day per person, he will have your food and outfit packed and ready when you arrive, load you up with maps and good advice and start you off for the wilds without more ado. He'll take care of your car while you're gone, or meet you at the train, bus or airport, store your valuables, collect and hold your mail, and even send back postcards at convenient intervals as I did once, saying the conventional and reassuring "Wish you were here, having wonderful time."

It is as simple as that; and I know because I've started a good many parties out just that way, have seen them weave down the first waterways and return later like old timers heading straight for the landing. The only qualification is that you be in reasonably good health, have a disregard for mosquitos and black flies, rain and wind and sleeping on the ground, not to mention the necessity of carrying things and being on your own.

If you want to assemble your own outfit and keep it for trips year after year, you can follow the list below for two people and not go far wrong.

Canoe—fifteen- or sixteen-footer.
Paddles—two and a spare.
Yolk—for carrying canoe.
Tent—seven-by-seven with good mosquito bar sewn in.
Nesting set—three pails with good handles.
Frying pan—medium size.
Grill—optional.
Reflector oven—optional.
Miscellaneous utensils, knives, forks, spoons, plates, cups, pancake turner, can opener, good lightweight axe.
Air beds—two three-quarter-length, lightweight.
Sleeping bags—lightweight, down or wool, or a double and a single wool blanket per person.
Packsacks—two or three with a duffle bag. (A pack basket is a good addition.)
Ponchos—lightweight.

Your personal outfit should include a flashlight, waterproof matchbox, compass, knife, first aid kit, camera and film, fishing equipment. Beware heavy tackle boxes—all you need for a wilderness canoe trip, if lures are chosen carefully, is a very small package.

As far as clothing is concerned, you need only take along what you would ordinarily use at any camp in the north. Include a change but no more than one. There is always plenty of water for washing clothes. Most people on their first trip take far more than they need. A warm jacket or sweater, or a wool shirt, are good for a cool evening, and don't forget a pair of moccasins and extra wool socks. A good voyageur can put all of his personal things in a very small pack. The real mark of an amateur is an outsized pack of items that cannot possibly be used.

As to food, there is always the matter of personal choice. However, the standard food list for two people for ten days is time tested in the north and works out pretty well as far as variety and amount is concerned. There are always basic items which must go along no matter what your preference, but there is usually plenty of room for variety. The essentials are:

1 lb. shortening
5 lb. bacon
2 lb. ham
½ lb. salt pork
½ lb. dried beef
1 lb. corn beef
1 lb. summer sausage (hard)
1 lb. cheese
1 dozen fresh eggs or dehydrated eggs
2 lb. tinned butter
1 lb. onions
1 lb. navy beans
2 lb. white sugar
1 lb. flour
2 lb. Bisquick
1 lb. corn meal
1 lb. pancake flour
4 loaves bread
1 pkg. hardtack
1 lb. oatmeal
1 pkg. macaroni
½ lb. split peas
½ lb. lima beans
1 lb. rice
2 pkg. dehydrated potatoes
2 pkg. dehydrated soup mixes
2 lb. brown sugar for syrup
1 lb. regular coffee or 1 can instant coffee
¼ lb. tea
½ lb. salt
1 can pepper
1 can dehydrated cream
2 pkg. dehydrated milk
3 lb. dried fruit
2 small cans tomatoes or tomato concentrate
1 pkg. raisins
2 bars German sweet chocolate
1 jar jam
1 box matches, large
2 dish towels
2 candles
1 large bar soap
1 DDT bomb
1 scouring pad
1 roll toilet paper

NOTE—There are many dessert and baking mixes available as well as concentrated and dehydrated meal preparations which can supplement the above. It is taken for granted that fish will be added to the above list.

Breakfast should be a substantial meal: pancakes and bacon, dried fruit and cereal, plenty of coffee, tea or dried milk. Most of the work of the day will be done before lunch, that is if you get up with the birds as you should. The wilderness is no place for a piece of dried whole wheat toast, a cigarette, and a cup of black coffee. You want food that sticks to your ribs, that gives power to your paddle and ambition on the portages.

Open point with view and breeze, is prerequisite of ideal campsite. Above choice shows Sarah Lake from high bluff.

Lunch is snack time: hardtack, cheese or hard summer sausage, raisins, a bit of chocolate bar, and on a wet day a cup of tea. If you eat more than that you'll be loggy the rest of the afternoon. Build up your appetite for the big meal of the day.

Supper time is the big affair, and you can go the limit. If you have picked up a fish during the afternoon, you can use that with plenty of rice, or beans, or dehydrated potatoes, finish it up with a bowl of dried fruit or blueberries or raspberries in season, perhaps some hot biscuits or cornbread from your reflector oven. The main thing to remember in wilderness cooking is simplicity and variety. There is no reason why you cannot live as bountifully off the ordinary basic food list with a little ingenuity as you can in town.

As far as paddling is concerned, the hardest thing for the amateur to learn is the stern or spoon stroke—learning to bring your blade out of the water with an outward or spoon-like dip. Many never master it, but actually it takes only a few minutes to learn and, once learned, it is the only way to paddle a canoe. All old-timers use it and it works as no other stroke does. It is well to remember that the upper hand and wrist do all the work, that the lower hand is merely the fulcrum.

The bow stroke is very simple but the bow man must remember that it is his responsibility to set the timing for the stroke and to watch out for rocks. He will learn many little tricks in time and he should trade off with the sternman to get the experience of actually guiding the canoe.

In paddling, balance and poise are more important than anything else. If you can ride your canoe as though you were riding a horse, adjusting yourself instinctively to wind and current, then you are on the way. Once you get the feel of a canoe, it becomes obedient almost to a change of thought. That is perhaps why paddling a canoe gives more satisfaction and joy than almost any other form of locomotion. Perhaps that's why the voyageurs sang.

Packing over the portages requires much the same technique, balance and poise. Never overload your packs and never try to carry too heavy a load. Don't try to do what the voyageurs did; and forget about the head strap until your neck muscles are broken in. Double back over a portage rather than try to make it all in one trip. Even the voyageurs did that. Remember that time is not important back in the bush and that portages can be as much fun as paddling. Canoe yolks are far better than paddles for carrying, but they too should be well balanced so that the canoe on your shoulders does not tip one way or the other.

In planning your day, get up early, say five or five-thirty. Enjoy the cool of the morning, the bird songs and the freshness. It is a shame to sleep away the best part of the day. Get breakfast over with, camp taken down, and the outfit packed and ready for the trail long before the sun is high.

Never make camp later than four-thirty or five in the afternoon. In that way you can get camp set up and supper dishes done in time to enjoy the sunset and perhaps take a quiet paddle before you roll in. It's no fun pitching camp in the dark; and if you're going to get up early, you've got to get a good night's sleep.

Pick your campsites on open points and islands, preferably with a view and a breeze. Campsites are far more than just places to pitch a tent and cook a meal or two. Half of every twenty-four hours is spent there, so the site should be as convenient and delightful as possible. Campsites are wilderness homes and as much care should be taken in their choice as though you planned to stay there indefinitely.

The wilderness camper has a real responsibility toward these stopping places, not only as far as his own enjoyment is concerned but to those who may follow him. When he leaves, every bit of evidence should be picked up, every bit of string, tin foil, or paper. All trash and garbage should be burned and then the remains buried. Cans and glass should either be sunk in the deepest part of the lake or buried far from the campsite itself. Then poles and stakes should be neatly stacked and the campsite given the appearance of having been newly scrubbed and cleaned. No good woodsman ever leaves a messy camp. It is simply good courtesy to leave it fresh and uncluttered. As an added bit of thoughtfulness, he might leave a little pile of kindling and some firewood next to the fireplace. That one little touch will make the newcomer happy.

But one of the most important things to remember if you are contemplating a canoe trip is to prepare yourself as to the country's history long before you go in. If it is to be the wilderness lake-country of the Quetico-Superior, read up on the voyageurs and the early explorers so that you will realize as you traverse the ancient waterways that here was a highway of romance and adventure long before you were born. The enjoyment of any country is increased tremendously if you know something about it.

It will also increase your appreciation of the wilderness interior of the Quetico-Superior region if you inform yourself of the long conservation effort of the President's Committee in cooperation with the U. S. Forest Service and the great conservation groups such as the Izaak Walton League of America who for over a quarter of a century have attempted to protect its wilderness character from exploitation by commercial interests. When you paddle down those lakes and rivers and see them as the voyageurs must have seen them two hundred years ago, it is worth knowing that they have not changed simply because a great many people have thought their preservation worthwhile. (See book review, *Land and Water Trails*, page 128 —Ed.)

Digested from talk given at National Conferenee of Social Work, June 1953

Public-Private Responsibilities for Recreation Services

John McDowell

THE discussion of this subject has been marked over the past decade, at least, by a futile search for a formula. here was the formula that stated that the public recreation gency provided basic recreation services which everyone eeds, while voluntary agencies carried out the experimental nd demonstrative services.

There was another formula to the effect that public gencies should provide recreation services to those who an make use of them without much encouragement, while e voluntary agencies must go after the hard-to-reach roups.

Again there was the formula that public agencies should rovide facilities—expensive gymnasiums, auditoriums, imming pools, and so on. Voluntary agencies would pro-de the highly skilled workers needed to conduct recrea-onal activities.

One must not conclude that the reverse of these formulas true. Rather, if there is anything that is nearly generally ue, I believe it to be the statement by a veteran superin-ndent of recreation, now retired, who said, "The public gency can do anything the taxpayers want it to do." Even is needs certain exceptions, for example: (a) "except omoting the interests of a particular religious faith," and) "except promoting social action against itself." In spite these exceptions, the statement serves as a valid and eded warning to voluntary agency workers who are in-ned to have a condescending attitude toward their col-agues in the public departments.

If the conclusion is generally sound that the public depart-ents can do whatever the citizens want them to do, the vision of labor between the public departments and the luntary agencies is different in different communities. anning the recreation services for a community, therefore, volves a diagnosis of the local situation, in order to deter-ne how far the public departments can go toward meeting eryone's need for recreation.

In making such diagnoses, there are some considerations at should always be in the minds of those responsible r recreation programs:

The appraisal of the local situation is the responsibility all agencies offering recreation services, and requires the rticipation of representatives of the general public as well.

The public departments are responsible to the total com-unity. If public recreation funds are inadequate, and ey usually are, the public department cannot justify the ovision of a rich and well-rounded recreation program to e section of the city and little or no services to another. or can it expect a lone playground supervisor to forsake e large number of children who make extensive use of the ogram in order to seek out and woo a few individuals groups who need very special attention.

3. The responsibility of the voluntary agencies does not end with participation in the diagnosis of the community's readiness to support a good public recreation program. Each agency, through its board of directors, staff and members, is in a position to influence public opinion. It can, therefore, perform valuable service to the recreation needs of the community by developing stronger and more generous public support for municipal recreation departments. I firmly believe that the voluntary agencies working with people in their leisure time can be more effective in achieving the purposes for which they were established if the needs of people for recreation are richly and fully met through tax-supported agencies.

The assumption behind this belief is that each voluntary agency and each public agency has its own distinctive purpose and function. Because all are working with people during their leisure time, along with churches, fraternal and social organizations and commercial recreation, all are contributing some part of the total recreation services available to the community. However, it does not follow that they are completely interchangeable.

The ideal relationship among the public and voluntary agencies providing group work, informal education and recreation services to a community is one of teamwork. This teamwork is called for in studying the community, its needs and resources. It is needed in planning as varied and as full a recreation program as the community is willing to support.

It can only happen where the leaders of each agency know and respect the purposes, resources, and special functions of every other agency. Moreover, these leaders recognize that the desired goal is that people of the community shall have the best possible recreational opportunities, rather than that one's own agency shall gain special advantage.

R. JOHN MCDOWELL *is the executive director of the National Federation of Settlements and Neighborhood Centers.*

This is the first of three talks delivered, by top ning experts, at one of the best meetings o Thirty-fifth National Recreation Congress. will be published as a series in RECREATION *will later be available, as a unit, in reprint form*

PART I

PLANNING for RECREATION in the MODERN CITY

Hugh R. Pom

MY PURPOSE TODAY will be to give a little background of what planning is as a function of municipal administration. One of my current classes at Columbia covers a full semester on this subject, but I shall try to summarize it briefly. Then Mr. Fagin and Mr. Howard will proceed to bring the subject down to earth. They are two of the most brilliant planners in the United States, bringing to their work not only great competence in craftsmanship but tremendous ability to think clearly. Mr. Fagin will discuss something of the objectives of planning and the alternatives that a community must examine in making its choice as to the kind of community it wants to be. Mr. Howard will deal somewhat with methods and considerably with the criteria of evaluation of the things that we undertake to do in recreation.

Just what do you mean—modern city? When you come into Philadelphia or New York, or any other city, except one that was built yesterday, it is modern in the sense of existing in a day that we call modern, but it is the aggregate of the physical things that people have been doing (or what has been left of them) during the whole lifetime of that city—the things that were motivated by considerations of the moment but which leave an impression on the city that subsequent generations have to live with.

A little group of Dutch villagers established their houses and other buildings and laid out their streets on the lower end of Manhattan Island in accordance with the location of the swamps and the hills and the streams, and the relation of residences to the waterfront that existed three centuries ago—considerations that lost their significance the greater part of three centuries ago but that dictated the pattern of urbanization of that little community, its crystalization into a structure of streets and building locations and diversity of ownership. Those considerations of three centuries ago determined the street pattern that we today must continue to use on the lower end of Manhattan. A city is the resultant of what may be called the physical residua of what people do from year to year and month to month and day to day, motivated by considerations that are important at the time.

Planning simply seeks to set an objective for the city out of which are developed patterns and standards th give some guidance to the thing are done currently in the city—l city itself and by the people of th —so that the resultant communit be one that serves the objectives man welfare that the communit set for itself.

I recently had an interesting d sion with the members of my cl Columbia, in planning administr I thought that I would find out their concepts were, as a guide to emphasis in presenting the cours I asked them what they though planning is. I used the term "city ning" as a generic term for all co nity planning. One student, w even pausing for breath, said: planning is the coordination and r al integration of the physical, socia economic forces that impinge o urban complex." That went by s that you couldn't even catch i though there is really a lot to it.

Another member of the class sa am with an engineering firm and l to deal with planning boards in towns and whistle stops and they know anything about planning, bu have got the power to prevent me making a fast buck and I have to

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enough lingo to talk faster than they do. That's why I am taking this course." He was perfectly honest, and I think we are going to have an interesting time. Somewhere between those two viewpoints is the reality of planning.

Conflicts may arise in the use of land and the provision of public facilities. One of the geniuses of planning is that it deals with the "togetherness" of things or bringing things into relation and finding out how they should balance, not only in physical relationships but in their claim for public attention as part of the administration of the municipality and in their claim for the allocation of funds by the municipality. You can't get an orderly answer, either as to the physical togetherness of things, or in the evaluation of the budget of time and money to provide things, without the process which we call planning. There is a lot of hokum about planning and about what master plans are, but planning is really just plain common sense. Planners are frequently called stargazers and I suppose planners who make plans without any idea of what is going to be done about them merit the name; but if you want to get a real stargazer, a person who is really impractical, take the guy who thinks of himself as being practical and thinks that he can deal with problems of community development in a fragmentary way and without doing some long-range thinking.

We are concerned, in our planning, with the physical community. We are concerned with how land is used and how people get around and how the physical facilities of the community are arranged. What makes up the community? Public things and private things. The public things are streets and playgrounds and sewer systems and public buildings and park areas, and so on, and in the main the community itself is responsible for these. Mr. Fagin, particularly, will indicate how prior determinations as to policy should influence the provision of these things. The private part of the community is the bulk of the community. It consists of land, and what people do on the land, and how they use it, and the things that they put on it. Planning provides a pattern for the location, character, extent and timing of the public things in the community—a pattern, if you please—and it provides a guide that is not quite a pattern in the same sense of the term for the physical form and character of what private people do with and on the land.

Now with respect to the public things, the planning function itself initiates and carries out public action. With respect to the private development of the city, the process of planning gives direction to forces in motion. You can designate a residential area in a zoning scheme but that, of itself, doesn't build a single house. The planner needs to know what forces are in operation in the community and how to give them direction toward the production of the kind of community which is desired.

The terrific competition for land, which is increasing instead of decreasing in our communities, makes planning for recreation in the modern city an important consideration today. Unless land is set aside when it is available, it will be difficult to provide for the recreation needs of the people in our cities of tomorrow.

As to the machinery of planning, we think a great deal about the planning board and may think that planning is what the planning board does. If that is so in a city, if the planning function is the exclusive function of the planning board, then that city isn't planning. Planning is a function that must permeate all the operations of municipal government. It must become a way of doing things. The planning board is the one agency whose only function is that of planning, of studying and evolving proposals for recommendation and, to some extent, of participation in the administration of the application of the resulting policies to the development of the city as to its form and character. But the planning function, in its most important aspects, is a function of the legislative body, and a function of the executive, and a function of the administrative departments of government, with respect to which the planning board has a coordinating responsibility.

The planning board does have the viewpoint that sees the togetherness that must be had in order to do an effective job of guiding the form and character of the community. It must do a sensitive job in evaluation of the forces that are impinging on the community. But, again, the planning function is one that must permeate the entire structure of public administration.

In our own county we have had a striking example of this with respect to the function of our department of planning in the capital budgeting process of the county, under which the county lays out a program of capital expenditures over a period of years. We are operating under a recent charter amendment that changed the original setup because it wasn't working. Under the former scheme, the planning commission wrote letters to the budget director and the board of supervisors giving its recommendations on projects. The commission supposedly had responsibility for actually doing the programing. This involved fiscal planning, but the commission never could find out the limits within which it was supposed to program, and never could do any actual programing.

The new charter amendment limits the commission's function to physical planning but it makes the commission a participant in the work of a group operating at the top policy level. By this process planning begins to take on an effectiveness that it could not have when the commission merely made recommendations from the outside.

The planning process consists, first,

of basic studies of the community and what is happening to it. There is obviously no time here to go into all the rather sensitive factors that must be taken into account in this regard. Then comes the formulation of plans, expressed both in lines and spaces on a map and in standards and policies. All this is prefatory to programs for carrying out the plans. These programs fall into two major categories: the things that are done as a guide to public action and the things that are done to influence private action. The things to guide public actions are (a) the capital budget and (b) the use of plans and planning as guides in the current administrative operations of government. Let me illustrate the latter. When the municipality takes over some tax-foreclosed land, there should be someone who says, "Let's see if we need that land for a playground," and there should be an established municipal policy and a plan by which to determine that question, as against the thoughtless urge to get all tax-foreclosed land back on the tax rolls as soon as possible.

Incidentally, this idea that taking land off the tax rolls is necessarily bad is dangerously misleading. The largest single kind of land in the urban community that is off the tax rolls is normally that which is devoted to streets. If that land were not "off the tax rolls," there wouldn't be very much else on them. So it is with all those things that are necessary to provide sound community life. If we don't take land off the tax rolls for playgrounds and parks, we don't make it possible to develop the structure of values that the community wants on the tax rolls—if you put the question in terms of dollars and cents.

The community plan as a current administrative guide is an exceedingly important thing, and that is one reason why planning must permeate the operations of government and become a co
cern of all the operating department

With respect to private action, pla
ning seeks to establish guides for wh
people do on and with the land. Th
there are patterns for land developme
that are exemplified in the official ma
and in subdivision control; there a
patterns for the nature and the inte
sity of the use of land as expressed
zoning; and there are various other re
ulatory devices for giving a gener
guide for the forces of private enterpri
in motion. Finally, planning is a co
tinuing process, and it requires contin
ing re-study.

That is a thumbnail sketch, in pro
ably bewildering form, of some of o
concepts of planning. In the next t
talks, I want you to get a real story th
you can put to work, as told by the oth
members of the panel.

(Continued by Mr. Fagin next month

RECREATION at the grass roots

Quoted from talk by Governor McKeldin at the Governor's Conference on Recreation, State Teachers College, Towson, Maryland, March 1953.

The nearest thing to home-style recreation is the strictly community teen center —where youngsters are all members of the same general neighborhood, getting together for a social evening on one or two nights—preferably one—each week—where each knows and understands the other—and where each is known and understood by the supervisor in charge.

I am definitely not sympathetic to that opposite extreme which permits wandering bands of teen-agers to attend one center on one night and another on the next, getting to as many as possible in the course of a week. I understand that most of the centers' operations are on Friday or Saturday nights, but almost equally bad is the group trip to several recreation centers in a single night.

Frequently the wandering groups are looking for trouble of one kind or another—and frequently they find it. Unfortunately, such trouble usually involves boys and girls who were not looking for it.

There is, I understand, one professional viewpoint that the teen center would not be serving its best purpose if it were to bar anyone, including the known trouble makers—from attendance—that it always is the hope of those
charge that the wandering groups may be shown the err
of their ways and somehow brought to reform.

That, perhaps is the basic theory and the noble viewpoi

But surely, those in charge of the public teen center ha
an obligation to the young seekers after clean recreati
and wholesome pleasure, as well as to the parents w
entrust their children for the evening to those in charge
the centers.

Yes, I believe that the community teen center—stric
for the community youngsters and their bona fide, approv
guests—is the only one which has a chance of accomplishi
a true recreational purpose, and a good community servi
I feel that those parents, who are deluded into believi
that their children are benefitted by frequenting seve
different teen centers are making a serious mistake.

The recreation profession is a worthy one, capable
doing much good for the nation, the state, and the co
munity in which it operates. It has done much good; and t
opportunities are great for far more important accompli
ments. It is because of my long standing interest in t
profession and its great work that I hope it shall avo
spreading itself too thinly—too far from the grass roots
its purpose—too deeply into the morass of impracticali

A Grand Junction sign on main highway. Families have stayed over a day for children to complete craft projects.

Welcome Hand for Tourists

Eugene Hansen

When Gene Hansen and his family went on cross-country trips, he spent lots of time looking for places where he could stop and let his children play and relax from the confinement of the automobile. He had a hard time finding such places. So, when he returned, he went to his city manager and local chamber of commerce with a proposition for Grand Junction—which is on the main highways.

The summer of 1952 saw the start of this program. Twenty-four states were represented in the registrations of children. Parents looked up the city manager, chamber of commerce secretary, recreation director, to thank them. The story of the new venture is presented here.

THREE years ago the recreation commission of Grand Junction recommended to the community that we extend a welcome hand to travelers passing through our town. This friendly attitude of our community is reflected in the sign you see in the picture. Our first thought was for the children of the tourists who might enjoy a comfortable place to relax, exercise and release surplus energy.

The chamber of commerce provided funds for signs and the city park department cooperated to see that these were located on the main highway so that all traffic could be directed to one central park where the program for tourists would be tried. The recreation department called upon their trained playground specialists to devise programs which could accommodate these visitors at any time.

First, one person was designated to meet the tourists as they parked, introduce themselves and to invite the children to take part in our program. In one section of the park we might have a story hour or a music hour, or maybe a softball game was in progress, or boys were shooting baskets on the basketball courts, or the craft instructor had a class in woodwork or plaster of Paris molding, or one of the teachers was teaching a tap dance or folk dance class, or the visitors liked to play badminton or ping-pong, or maybe the little tots would slip into a bathing suit and cool off in the wading pool. In the evening from 7:00 to 9:00 on special occasions we had free movies and some other special attraction such as a pet show or a doll show.

Each visitor was made to feel at home, and suggestions were made to direct them to one of the activities. From then on they became a part of the program for the day.

The use of the picnic tables and the outside grill was also free for the visitors.

At the end of the season, we had received comments of gratitude from almost every state in the Union and from foreign lands. Of course, all of these comments were favorable.

If we have some improvements to make, which we always have, they might be to work closely with our chamber of commerce and provide information about our area which might be of interest, and also to call attention to any special recreation attraction which might attract the tourists in the evening.

Since we live in a community of less than 25,000 people, we probably are spared some of his administrative problems of a large city; and this program might become a determent to a community if the leaders did not have the control of the participants in the park. Every community will have to adjust this program so as to guard against offending the visitors.

The next time you take a trip, notice how you welcome an invitation to use the parks for a rest for yourself as an adult as well as for your children.

Imagine, if you will, a network of recreation programs across the nation. We in recreation could band together and sell recreation by just selling our local communities on the importance of opening our hearts and sharing our blessings with other people as they travel on their vacation.

Tourists will spend enough money in your area to pay back whatever additional money you must budget to help offset the costs of instruction and materials. Many visitors will remain an extra day just to follow up some interest of their children which originated in the park.

If this idea appeals to you, may we suggest that you begin by joining hands with the recreation department near you and direct attention to the next "*WELCOME TOURIST PARK PROGRAM*" on any chosen route across the nation.

MR. HANSEN *is director, Recreation Commission, Grand Junction, Colorado.*

Is Hospital Recreation on the Move?

Hedley G. Dimock

• *The present intense interest in the development of hospital recreation brings a stimulating exchange of thought on types of recreation approaches to bring out its greatest values.* RECREATION *hopes to present to its readers some of the many and varied viewpoints and experiences in this field.*

MR. DIMOCK, *director of Group Guidance at the Children's Memorial Hospital in Montreal, is presently doing graduate work at Teacher's College, Columbia University. He is the son of Dr. Hedley S. Dimock, well-known author and editor.*

THE last eight years have seen a great increase in the number of hospitals forming departments of recreation or providing a recreational program for their patients. The increased use of recreation is reassuring to the leaders in the recreation field. It shows that recreation is being increasingly understood and accepted. Today, there seem to be three levels at which hospital recreation programs are functioning. First, there is the type of program that gets people together with the chief objective being fun and amusement; second is the "activity catharsis" recreation program, built around the specific needs of the individual and group, with activities that are selected on the basis of these needs; and third is the program that does not operate as a separate entity but which, primarily, works through the people who are members of the group to be considered. This last type attempts to strengthen the basic skills of the natural leaders so that they are more capable of administering for the total needs of the person and of the group.

Recreation as Amusement and Activity

The "fun" type of recreation program in the hospital is often divided into two parts: amusement, and activity. There are the parties, professional entertainment, movies, and TV which are the chief attractions. These are interspersed with routine activities such as puzzles and pre-designed craft work to keep the patients occupied or "busy" in between. This level is well illustrated by the recent publication *Starting a Recreation Program in a Civilian Hospital.*[1] About half the pamphlet instructs the neophyte on how to have successful parties (the choice of prizes and refreshments being very important) and how to secure the necessary equipment for the programs. The section on "The Well-Rounded Recreation Program" begins with parties and games, and is followed by entertainment, holiday activities and special events (still parties), contests, and movies.

The leadership at this level is usually of the direct type. Programs are planned for or with the patients and are fitted into an over-all recreation schedule. In children's hospitals, where the patients are less capable of planning, the activities may come about at designated times each day and the parties are put on for the children. At recreation time the leader or volunteer is present and takes a very active part in directing and assisting with the activities. The programs are built, probably, around the ideas, suggestions, enthusiasm, and available time of the leader.

Recreation as Expression

The activities in the therapeutic type of recreation, the second level in the outline, may not look very different externally than programs at the first level. But there are important differences. They are selected on the basis of their potential therapeutic value in meeting the individual's (or the group's) needs. This difference in orientation and objectives cannot always be seen from the activities. Programs

[1] Hill, Beatrice, *Starting a Recreation Program in a Civilian Hospital,* National Recreation Association, 1952. $1.00.

that are creative, imaginative, and self-initiated, and that are carried on with less directive leadership, are found at this level. This type of recreation is regarded as a regular hospital service. It may be requested by staff members in the same way as a blood test or an X-ray. The activities that are planned in terms of the individual patient's needs may be individual- or group-type in nature.

The director of these activities is an integral member of the hospital team. He works closely with the physician, nurse, social worker, and psychiatrist. He plans his programs around their knowledge and they take into consideration his reports. His program is a planned part of the patient's hospitalization and rehabilitation (social and perhaps physical in character).

In these guided individual or group activities the patient is helped to express himself and his needs in the hospital. Hopefully, they will assist him in satisfying these emotional needs, in adjusting to this new and challenging experience, and to help him have successful and satisfying social relationships with other patients and members of the hospital staff. The program, on careful examination, shows some of these objectives in its selection and use of activities. Activities that are unstructured (no obvious or predetermined goal or method of function) and that lend themselves to emotional expression are selected. For children this may include activities such as modeling, with no finished products or adult guides, dramatic or make believe play, finger painting, or games that are spontaneous and have no set patterns or rules. The program for adults is more likely to be centered around individual hobbies, group games, impromptu plays along the lines of charades, discussions, arts and crafts, and other social group activities. These programs help to make the patient's stay in the hospital more relaxing and constructive.

Creative "Patient-centered" Recreation

In the third and last category, the hospital recreation department is interested in establishing an atmosphere conducive to patient growth and development on both the individual and group level; and in utilizing and improving the leadership that is present within the basic hospital group. This group is composed of the patients and the nurses with whom they have continuous contact. Thus, the actual participation of the patients in activities is of relatively minor interest. No recreational service as such is provided—that is, no activities are set up for the patients to choose among. The recreation leaders are available, however, to provide therapy, counseling, or consultation if it is desired.

What are the basic objectives of this level of recreation and how is it more successful in meeting them than the other two levels? To understand this we must review briefly the hospital situation. A patient in the hospital needs to be accepted, to be approved of, and to be given a chance to be himself. In many hospitals where formality, rigid routine, and authoritarian direction are found this is quite difficult to achieve. Recreation, aside from attacking the structure that perpetuates these methods, can assist in counteracting the harmful effects by meeting the emotional, social, and psychological needs of the individual. The patient may also need help in adjusting to this theatening and terrifying experience. Above all, the hospital experience should be such that the patient will need as little readjustment as possible when he returns to normal life.

These objectives can be most successfully met through people and situations that are friendly and accepting, that provide room for individuality, and are in accord with normal, "average" living patterns. Reviewing the recreation programs that cater to and patronize the individual with frequent parties, entertainment, and so on, it can be seen that they do not meet this objective in that they are not in accord with usual, home-life conditions. The solicitous prizes, gifts, and refreshments that are often needed to artificially sustain these activities fall into the same category. Competition is not as basic or as necessary a part of life as is cooperation (which would be more worthwhile to stress).

An analysis of the emotional and independent needs of the patient suggests that recreational activities should be selected by the patient and that these activities should provide ample room for creative expression and self-realization. This certainly implies that many activities, especially the "time consumers," commonly seen in many hospitals require a great deal of modification.

Sarason has pointed out that in light of recent studies by Schaefer-Simmern a reorientation to occupational therapy is indicated.[2] The activities where the individual does not receive satisfaction from his own realization of improvement, it is pointed out, will not have worthwhile therapeutic effects. ". . . the patient may attain control over his hands, he may become so used to this occupation that he is able to execute it without personality participation in it, he may even feel at ease in doing it, but the compulsory attention and concentration repeated over and over will throw him into a mental and emotional rigidity worse than before."[3] The patient may become adept at making things but his personal relationship to them remains external if the activity does not reflect himself. ". . . only when the innermost core of interest voluntarily determines the applying of one's energies, when one feels that the work being done is an indispensable part of oneself, and when one is aware that attention and concentration are indispensable in order to realize oneself—only then does work become constructive."[4]

To be sure this writer would not go as far as to say that there are no non-self-originated activities that have value. Obviously, there are many limited participation and spectator-type activities that are very valuable, especially for the patient with limited physical activity. The point is, simply, that it should not be thought that because a person is busy

[2] Sarason, Seymour, *Psychological Problems in Mental Deficiency* (New York: Harper & Bros., 1949), pp. 320-1.
[3] Schaefer-Simmern, H., *The Unfolding of Artistic Activity*, (Berkley: University of California Press, 1948), p. 47.
[4] *Ibid.* p. 47.

with an activity it does not matter what that activity is, that it is helping to rehabilitate him, or that the staff is doing an effective job. This is as naive as the lay person who believes the hospital recreation worker merely entertains the patients and helps them to pass the heavy-hanging time.

The second area of objectives centers about making a patient's hospital stay of the maximum positive value. This involves an opportunity to grow mentally and mature emotionally. This is particularly important for children, who are missing school and essential "growing up" experiences while in the hospital, and long term patients. A well-rounded program should provide real learning experiences of social, educational, and intellectual nature. The assumption at this level is that people are capable of doing it themselves if they are provided with the proper situation. People cannot be coerced or directed to get something out of a recreation program. They must personally feel the need for it, do it themselves, and see their own progress if they are going to get anything out of it. The best way to produce learning is to provide a stimulating and accepting atmosphere. If this is done the person will do the rest. And, of course, we want recreation to be in accord with the principles of democratic living.

The third level of recreation is centered about the patient. It is not leader-centered or hospital-centered. A paramount emphasis is to provide this accepting and stimulating atmosphere where the patient and group can relax and prepare to help themselves. This cannot be done solely by the recreation department. Consequently, one of its most important tasks is to work with the nurses and other hospital staff involved. The nurses are an essential aspect of this program because they have the primary relationship with the patients—together they form the basic hospital group. A cardinal principle of nursing is that the nurse provides for all the needs of the patient. She nurses the patient's mind and body for, to be sure, these cannot be separated. This includes the patient's emotional and recreational needs. Nursing in these terms is in the very best interest of the patient. It is the aim of the patient-centered recreation staff to develop and utilize the nurse's skill and leadership to strengthen her relationship with the patients. The nurse is the most logical focal point for an integration of patient treatments. This approach counteracts specialization and competition; it works for the complete cooperation and consolidation of the staff's effort on the patient's behalf.

The Need for Objectives

Some programs are like a merry-go-round; there is fun, noise, excitement and laughter but it stops right where it started—you get off where you got on. To keep a program from going in circles the basic needs of people must be considered and provided for in a satisfying fashion. A recreation program must determine its objectives and have them clearly in mind if it is to be of genuine value to its participants. Patient-centered, creative recreation is an attempt to do this in the most productive and worthwhile fashion for the patient and indirectly, then, for those hospitals where the individual patient is the foremost concern.

The Training of Leaders

One further question that perhaps comes up at this point is the training of hospital recreation leaders. It might be asked if creative, patient-centered type leaders require any specialized training beyond the usual requirements. The answer to this seems to be: No, he just needs an understanding of the objectives mentioned in this area. This definitely suggests, however, *a greater concern for ability in human relations* and less interest in activity-skill ability. That the recreation leader in the hospital may be a student of any one of several different fields is an unmistakable sign of progress in recreation. Professional training in education (administration, guidance, or special education), psychology (educational, clinical, or social), group dynamics, mental health, social group work, recreation, rehabilitation, or physical and health education are all possibilities. It is quite conceivable that any one of these—but more hopefully a combination—would provide the necessary background.

Hospital Recreation *Is* on the Move

The above summary illustrates the different levels at which hospital units are working today. To determine how much progress is taking place in the field, it would be necessary to know what developments have been made in recent years in all the different hospital units across the continent. Nevertheless, several definitely encouraging signs can be seen. Standards in the profession are relatively high—comparable, say, to the teaching profession. Recreation is moving into many different kinds of hospitals across the United States. A good beginning also is being made in Canada. In the last five years the writing in the field has easily doubled. Several universities are now offering a program for prospective hospital recreation workers. In the state hospitals of Minnesota, the program supervisor, who has a recreation background, is the coordinator of the nonmedical therapy program in the hospital. As such he is the administrative director of the occupational therapy program. This should eliminate any controversy concerning the overlapping of services. The broadening of the field in this instance marks another step of progress for recreation.

Advancement can be detected, indirectly, in the change in emphasis from activity skill to indirect and effective leadership. Even a superficial survey of hospital recreation departments shows a great number well advanced in the above three-stage outline. A comparison with the general field of recreation would show, it is believed, the high attainment of this special branch.

The most serious handicap to growth in hospital recreation is the lack of understanding by the hospital workers themselves, their administrators, and the community. This may mean that the leaders need to broaden and deepen their knowledge in this area and educate their fellow workers. It also may suggest a renewed effort to define the work and basic objectives and then turn around and effectively interpret them to the public. This would lay a foundation for even greater progress and would keep hospital recreation "on the move."

Recreation Therapy

Robert C. Lally

RECREATION therapy is a comparatively new field in the realm of mental hygiene. Many people do not have any conception of what it is. Recreation therapy in a state hospital is the prescribed use of exercise, mass games, individual and dual sports, dancing and social activities to aid mentally ill people in rehabilitation and social adjustment.

In the course of a program of recreation therapy, opportunities are provided for organized and free play. For the majority of patients, the program begins with free play. This involves giving participating patients various articles of athletic equipment and allowing them to use these for their own kinesthetic pleasure in movement under proper supervision. From free play there comes increased neuro-muscular coordination and control with a usual development of motivation into more organized activities which might include softball, volleyball, touch football, dancing, singing, dramatics, and so on.

A variety of activities are available to enable the therapist to meet individual desires and needs. Such a varied program presents the patient with an opportunity to select a new activity, create new interests and obtain a breadth of development. In particular, for patients who have not known success in specific areas and are afraid to attempt an activity because of these previous failures, it is necessary for the physician with the therapist, when possible—through interviews and observations—to determine activities into which the patient can be directed so as to aid in his rehabilitation.

Red Cross Gray Ladies conduct musical therapy hour, playing popular songs and old favorites, for patients at the Kansas State Hospital in Osawatomie. The story of the Osawatomie program appeared in the December issue on page 418.

These activities must be presented on a progressive level, as experience shows that the attractiveness of an activity is determined, not only by past experience of success or failure, but also by the expectation of *future* success. It is of the utmost importance to recognize this fact, so that activities may begin with basic skills and work into complex skills. This progression will condition the patient, while developing his self-confidence.

It is necessary that the recreation therapist establish rapport with the patient at the basic skill level and develop this rapport as the patient moves progressively towards the more complex skills. Without the proper supervision and leadership the patient's performance will be haphazard, unorganized and the possibility of progressing into complex skills greatly diminished.

Recreation is a natural activity engaged in during leisure time. There is a transfer of this naturalness into recreation therapy which offers an opportunity of pleasant activity; at the same time, it improves mental and organic health, and aids in releasing mental tension by a re-direction of attention and the use of excess energy. The activity aids mental growth by increasing

MR. ROBERT C. LALLY, *the author, is director of recreation therapy at the Camarillo State Hospital, California.*

an individual's experiences and allowing the patient to meet the desire for social interaction. He is placed in a pleasant situation wherein he can develop one or several interests in activities, in himself, and in other participating patients of the group.

It is important to recognize that recreation activities can be used therapeutically by prescription in working with the individual and working with groups. Therapeutic treatment through mixed-group activities allows for a more natural and community-like atmosphere.

The original motivation will usually be extrinsic, having been started by the therapist. But the consistency of the activity will start intrinsic activity and initiative by offering a goal, which may be the acquirement of a basic skill, self-improvement, or the winning of an activity. These goals must be within the patient's grasp; and with the planning of a diversity of activities such goals can be set high or low enough so that each individual will experience success.

When a patient meets with success once he will cultivate and increase his interests. With this increase comes the greater opportunity for socialization. Specific examples:

1. A patient who begins by playing catch. We begin with him where his regression has left him, increasing his proficiency, working with the therapist, where there is social interaction between only two persons. Once he reaches a certain degree of proficiency and self-confidence he is able to move into a group playing catch and from there into organized games of ball which offer more social interaction.

2. A patient is taken into a beginners' class of dancing. He is then taught to walk to the different basic rhythms of waltz, fox-trot, and rhumba. From this he progresses to each rhythmic basic step after which, with practice, his proficiency and self-confidence increase so that he is able to participate in the more social dance activities.

Frequently the recreation therapists outline the program for the patients in the large mass activities. In these, it is not possible to meet the individual needs of the participants as well as in the smaller groups. Recognizing this fact, we organized a representative committee with members from the female and male Treatment Center wards to organize, plan, and decorate for their dance.

This was the first patient-activity planning group in recreation therapy at Camarillo State Hospital Treatment Center. The committee held several meetings during which they planned the decorations, program, and refreshments. On the day of the dance they decorated the Recovery Room for the coming affairs.

At the dance itself, committee members acted as hostesses and hosts, introducing patients to one another and encouraging them to participate. Because of the size of the committee and their intimate relationships with patients there were more active participants than usual. The committee also conducted the serving of refreshments. Several patients were heard to remark that this was just like being at home or at a community party.

The idea of patient committees is excellent. It brings the activity much closer to all the patients. It also affords an opportunity for leadership and group teamwork among them. But most of all, it allows the patients opportunities to channel their self-expression, project themselves into their own selection of activities, and it affords more of an in-group feeling that it is their activity and for them.

Recreation therapy gives the patient values and activities that are of a carry-over nature. There is the security, in leaving the hospital, of being able to join the activities of the local community. No other therapy offers as valuable a carry-over program of social activity as does recreation therapy.

There is still much experimental work to be initiated in this new area. Even in its infancy it *has* proven its worth in aiding the mentally ill to become well and return to their communities.

• A journal called *Inter-State News*, which is published by the National Association of Recreational Therapists at Mississippi State Hospital, Whitfield, Mississippi, should be of interest to workers in the recreation therapist field. Subscription price, one dollar per year. —Ed.)

Volunteer Recreation Service

From the Illinois Recreation Association Bulletin, June 1953.

A suggestion was made to a group of senior high school Girl Scouts, in Pekin, to organize a volunteer recreation service to aid parents with grade school children's home-party games. This idea appealed to them and a High School Girl Scout Recreation Troop was formed.

The girls meet once a week in the high school building and are trained in simple fundamentals of how to conduct successful younger children's social parties. A party game course is conducted by the superintendent of recreation and the public school physical education supervisor. Each week several different games are selected and played by the troop in order that the girls may have full knowledge of every game they are to include in their various party programs.

Two or three of these girls from the troop are then available on request by parents who wish to have aid in their home parties. Requests, which are made to the playground and recreation office, have come from some of the parents as well as from the parent-teachers school organizations and from fraternal organizations. While members of these organizations are in sessions, the Girl Scouts take care of the children with various recreation games.

Project as conducted by a junior women's civic club suggests pattern for other groups.

How to Establish

A RECREATION CENTER FOR THE AGING

Virginia Benton

"The artist circle created quite a hubbub with a grand finale painting party, their final fling before suspending their textile painting periods for the summer . . . Quite a few of Birmingham's 'artists' are neat, over-sixty-year-old ladies who stroll down to the Central City Community House for a session with the paint brushes every Tuesday."—Birmingham *Post-Herald*, June 1, 1953.

THE above quote from a local newspaper refers to one of the activities of the successful day center established in a large housing development in the Birmingham, Alabama, metropolitan area. The register of this development reveals approximately four hundred residents of over sixty years of age.

The center has been established under the sponsorship of the Junior Woman's Civic Club, as a part of a carefully planned gerontology project based on local needs.

The way in which this was organized and started suggests initial procedures for other such groups. With the club membership overwhelmingly in favor of the undertaking, the problem at hand was to determine the most advantageous location for such a center and to map plans for its inception. A meeting of club representatives was called and included a representative of the Extension Service of the University of Alabama, which institution has been very aware of the pressing need for help to the aging; a representative of the Coordinating Council of Social Forces, to serve in an advisory capacity, since no municipal or community funds were available for this work; Alyce Billings Walker of the *Birmingham News*, whose knowledge of the situation was very helpful.

From this meeting, and several to follow, came the decision that a recreation day center be established at Central City, and that this project be a pilot study for future organizations desiring to assist in community service of this nature. The University of Alabama cooperated to the extent of arranging and presenting a five-week seminar. The cost to club members was $3.00 for each who attended, the remaining expense being defrayed by the university. At this seminar, our membership was indoctrinated in the psychological, physiological, biological and sociological aspects of aging, and were better equipped to understand the problems to be encountered.

Throughout our initial planning we used as a guide the Hodson Community Center in New York, which has been operating successfully for several years. A member of the Junior Woman's Civic Club visited Hodson and brought back a detailed report.

During the latter part of the summer of 1952 our club undertook a survey of all residents of Central City over sixty years of age, under the supervision and direction of the Coordinating Council of Birmingham. A form was provided with carefully selected questions regarding the recreational wishes of the people interviewed, and whether they would be interested in a recreation center. After the survey was completed a representative group from those interviewed was invited to meet with our advisory committee to guide us in selecting a recreation program which would be acceptable and workable. It was decided following this meeting, and upon the expert advice of those who had worked in similar centers, that we would be well advised to limit our activities in the beginning to simple games and

to provide light refreshments; and then, to let the people attending suggest their own program activities.

The center opened with a tea in December, 1952. All of the Central City residents over sixty who had been interviewed were sent invitations. The Birmingham newspapers were most cooperative in publicizing our project, and we were very pleased that about one hundred visitors attended.

Since that time the day center for the aging has been in operation. It is under the direction and supervision of a board of ten members elected and/or appointed from the membership of the Junior Woman's Civic Club, and is operated by volunteer members of this club. Financing is done with the funds raised by the club's annual benefit "It's A Party."

The center was open from 10:00 A.M. to 2:00 P.M. twice weekly through May 1953, but during the summer months it curtailed its operation to one day a week. On the first of September, activities were expanded to three days a week. In the first eight months of operation, "Sunset Unlimited" day center had an attendance of 1,764 from a membership of approximately 130 persons over sixty; and volunteer workers had given a total of 936 hours.

The painting party mentioned in the newspaper is only one of the many activities that have evolved to date. Among others are crafts, bridge and canasta parties, other games, use of a lending library, and a picnic.

MRS. BENTON *is a member of the Junior Woman's Civic Club in Birmingham.*

RECREATION in the Educational Process

Paul F. Douglass and John L. Hutchinson

THE use of leisure by students in the modern college confronts administrations with a fundamental issue which lies close to the heart of the educational process. How do students spend their time in these hours when, free from the exacting discipline of work controlled by academic credit hours, they are at liberty to do as they please? How are the character and quality of student-leisure activity related to personal growth? What obligation falls upon a college to provide opportunity to encourage the development of well-founded educated judgments about the use of leisure? What responsibility lies upon institutions to provide facilities and programs? How is leisure activity balanced with academic work in a pattern designed to equip the young man and woman with mature habits of enjoyment? The question of campus leisure stands as one of the areas demanding further explanation in the theory and practice of higher education. How can policies be developed which will lead to free-time experiences which are genuinely satisfying to the student and at the same time contribute positively to the educational goals of the institution? A student carrying fifteen credit hours of academic work, and allowing two hours class preparation for each, has something like a forty-five hour work-week. He then has left something like an average of four hours a day of free time and much of this is concentrated over the week-end period.

Students temper the selection of leisure activities, in many instances, in terms of their points of view or attitudes. They undertake activity which seems to them satisfying and such pattern may appear to others sometimes to move counter to the educational objectives of the institution itself. What leisure-time opportunities students do not find to their satisfaction on the campus, they will seek and find elsewhere. At any one time this free-time participation may appear to run the gamut from the very desirable to undesirable activities. Because of the latter kind, many administrators feel that restrictions and limitations must be effected. Administrative restraint, however, very often does not change the outlook of students or redirect their leisure activities into different outlets. Hence an analysis of what recreation means provides a realistic approach to the explanation of the role of leisure in the educational process.

Within the framework of the college environment, recreation becomes an activity participated in after study and the other academic demands of college life have been fulfilled. Within the remaining free time, students develop "on their own" a pattern of activity which tends to become a student folkway. It is this leisure-time pattern of activity over which the modern college may have very little effective control. Perhaps this is a fortunate circumstance because the quality of an institution's influence upon the life habits of its students may well be indicated by *what they do when they can do as they please.*

During the time which is at his disposal, free from the academic compulsion of the institution, a student has a wide range of activities, from which to select. These run from quasi-academic through co- or extra-curricular, community to commercialized activities.

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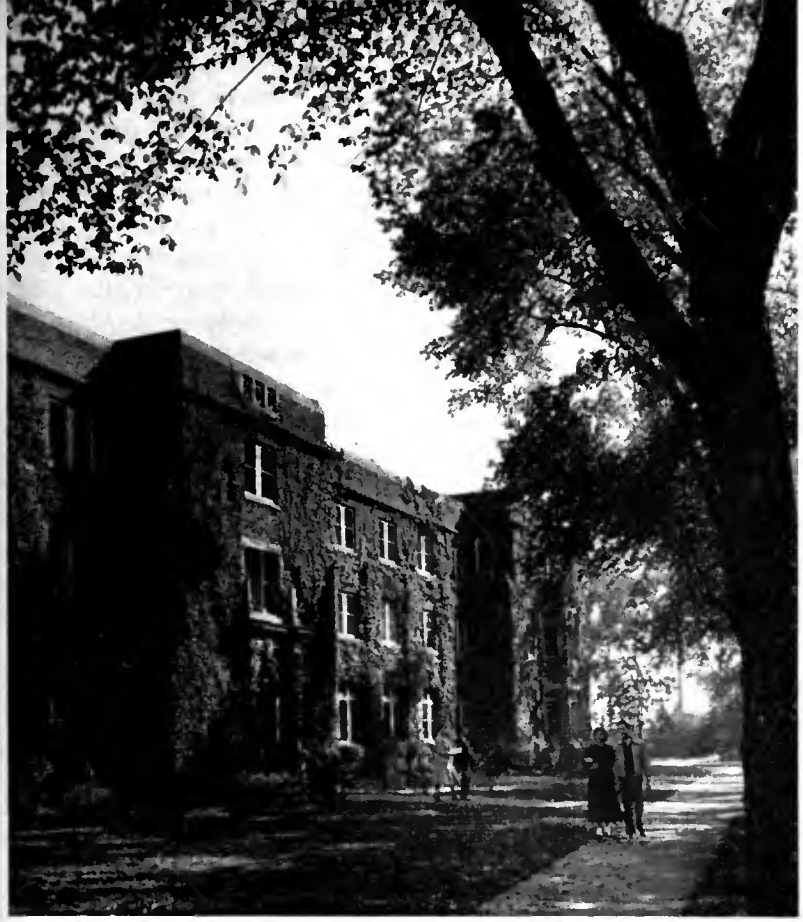


How do students spend their free hours? Increasingly, colleges are providing programs beyond pattern of mere activity. (University of Minnesota)

How does the modern college go about attempting to meet the leisure demands of its students? What does it do when it is confronted with the need for offering a socially acceptable program which may not coincide with the desires of students and which indeed at times may be at odds with their own folkways and inclinations? What is the college to do when the attractiveness of some commercialized diversions tends to work at cross purposes with the recreation program offered by the institution? In such a perspective the goal of educating students to use leisure in a worthwhile manner becomes acute. The seriousness of the problem is often magnified because the few students who stand out as deviates receive much more publicity than the majority of students. To some extent they set in motion counter-forces which tug adversely at the educational purposes of institutions of higher learning. Basic thinking needs to be and is being done about utilizing leisure as a functional factor in higher education. The maximum educational benefit results when the leisure-time program is encouraged by administrative attitudes, policies, and resources.

Increasingly, colleges are providing programs which go beyond the pattern of mere activity. Such programs aim to provide students with the opportunity to share in experiences which are not only satisfying but are also significant because they provide avenues for physical, mental, spiritual, and emotional experiences.

There is reason to believe that the use of recreational facilities varies directly with their availability. When colleges consider recreation as one of the functions of student life, they use it to support the educational purposes of the institution.

Student's Leisure-Time Dilemma

Since no two institutions are alike and each pursues its own unique approach, the recreation offerings on various campuses differ. No single pattern of recreational activity is adaptable to all institutions. From an organizational standpoint, however, there are certain situations which seem to be common to many.

Perhaps the first of these is that recreational offerings are often highly decentralized and independently conducted by many departments and agencies. The larger the institution the more complex this condition tends to become. In most colleges the minimum number of organizations having free-time programs include the physical education department, the music department, the dramatic department, the residence halls, the religious organizations, and the social clubs such as fraternities and sororities. Increasingly student unions offer varied and extensive opportunities for recreation.

In the face of such diverse opportunities the student often becomes bewildered and wonders in which direction he should turn. Desirable activities may occur simultaneously. College events to which the student has a loyalty may conflict. At other times there may be gaps of time in which the student finds it difficult to find a recreational activity available to his mood and inclination.

Again, the student may find himself the victim of another difficulty: campus organizations may actually compete for students by offering activities of quite similar and overlapping nature. Under such circumstances the student is tugged this way and that, not for his own good, but for the purposes of the group which solicits and manipulates him. Residence halls, religious organizations, departmental societies, and so on, may bring pressure to bear upon the student to participate as a representative of the particular organization. At times the activities may not even interest the student, yet because of a compulsion tied to group loyalty or religious allegiance, the student submits. Under such circumstances his participation ceases to be recreation. His leisure program is torn asunder by demands made upon him. Competition among the departments of the college often becomes intense as each seeks the participation of as many students as possible merely to magnify the importance of the department or some office thereof.

Caught in this dilemma, the student does not make his choice freely in such a way as to establish a sound basis for making intelligent leisure choices in the future. The resultant situation is paradoxical. On the one hand the institution seeks through an integrated curriculum to develop educated citizens

who have a sound basis for making objective and educated judgments; on the other hand, the leisure program is, more often than not, neither integrated nor coordinated. Students are appealed to from all sides on an emotional plane. Little wonder then that many of them leave college with poorer leisure habits than when they entered!

Principles For Organizing Campus Recreation

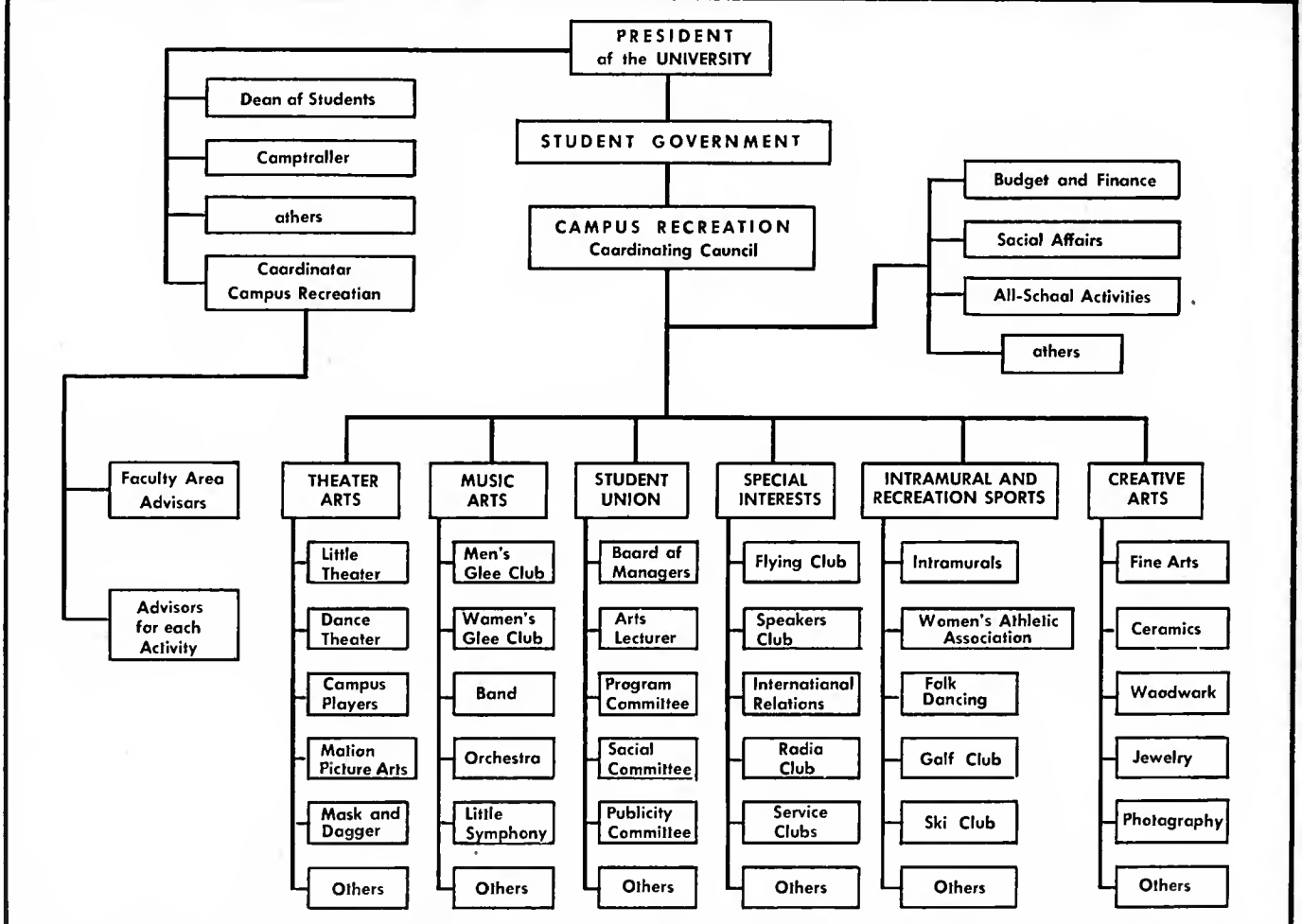
From a study of the conditions of recreation on American college campuses, which may mildly be called chaotic, it appears possible to effect order in a way which will contribute to the growth and personal satisfaction of the student as a mature person. Such an order must be soundly built upon the foundation at the point where recreation is planned. Since each campus environment presents a peculiar and unique problem, there is a need for the establishment of sound principles of general applicability to any college situation. A growing body of research now makes it possible to formulate some of these principles.

First, *a campus recreation program must be designed to meet the needs of the students in their college environment.* Although the students comprise the chief body of potential participants to which the program is directed, the design should include in its conception administrative officers, faculty and staff members, and off-campus community groups. It is unrealistic to view the students as an isolated group. A program which is solely directed to students ignores other forces which play a dominant role in influencing their leisure activities. To think of and plan for the college as an entity in itself indicates a lack of awareness of the environment which the institution operates.

Second, *a campus recreation program should be student-centered.* The major purpose of any college lies in its program brought to focus on the *whole* education of the *whole* student. Because campus recreation is one functional part of such a whole program, it too must be student-centered. While such a statement does not imply that all other groups are ignored, it does mean that the campus recreation program becomes satisfying to students to the extent that the core resides in the students and all other developments stem from that core.

Third, *democratic representation of the participant interest is basic to the mobilization of effective campus recreation.* In organizing and developing

DIAGRAM FOR THE ORGANIZATION OF CAMPUS RECREATION *



* Welch, Marya, "A Guide for the Organization af Campus Recreation." Teachers College, Columbia University-1952. (Unpublished, Ed.D. project.)

The Coordinating Council is composed of all area board chairmen. Each area board is composed of chairmen from each activity within that area. Standing committees are composed of one representative from each area board.

campus recreation the principle should be inviolately adhered to that the groups involved should *share in the planning of the activities in which they are expected to participate.* Obviously this means a strong representation from student groups. The college administration, faculty, and staff, however, must share in the policy formation because any good or bad consequence of the program will reflect upon them. Off-campus community groups may either have representation or be called upon for valuable consultation.

Fourth, *college administrators must develop a clear and coherent policy on campus recreation.* The campus recreation program requires leadership, finances, facilities, equipment, space and scheduling. The provisions and allocations of these requirements depend upon the policy established by the administration. Sanction can only come when the administration fully understands the impact which functional leisure programs may have in the total development of the student.

Fifth, *an effective campus recreation program requires qualified professional leadership responsible for the comprehensive leisure activities of the whole student body.* This means that some college officer must function and coordinate recreational activities. It does not mean that the initiative of various departments and agencies should be stifled. It merely implies that the most practical means by which to schedule and conduct campus recreation exists when attention is focused on the needs of the students rather than upon the sponsoring group. Such a recreation coordinator must hold a position in the college administrative line which makes it impossible for departmental or agency chairmen to block the program. In many colleges a campus recreation coordinator responsible directly to the dean of students seems most advisable.

The Potential

It appears, therefore, that good campus recreation must be securely rooted in good organization. Colleges will find it increasingly necessary to provide a qualified recreation officer thoroughly familiar with education and college administration. Such an officer organizes the free-time student activity into the whole educational program of the institution. The full use of facilities, areas, equipment, and other recreation resources on the campus depends upon competent planning by an imaginative coordinator. Under the leadership of such a person any duplication, waste, competition, and chaos in college recreation will diminish. The office of the coordinator can well provide such services as consultation on leisure problems, the maintenance of a clearing house for recreation information, and the stimulation of activities in neglected program areas. By locating the responsibility for campus recreation in a single authority the college administration will discover that more effective efforts and educational benefits will result. Recreation will no longer exist as an orphan responsibility. Rather it will be the real concern of a qualified leader operating in terms of a clear policy.

When recreation receives the official policy sanction of an administration, leisure activities assume the nature of "education-recreation affairs." Recreation may then become an extension of learning during pleasurable leisure time. The potential for providing desirable social education is unlimited. In fact, in no other college-sponsored program does there exist equal opportunities for interpersonal relationships.

In campus recreation, program lessons about learning to live in a society are present on every hand. By the establishment of clear administrative policies, the location of line authority for professional leadership, and abundant provision for student participation at all levels of planning and performance, recreation in colleges will come of age and channel one of the greatest forces for educational growth into positive and student-satisfying directions.

What Breck, Broton and Hall found in a study of 107 colleges and universities.*

a. **More outstanding developments are indicated in college recreation programs than are found in general organization, leadership, equipment and facilities, and finance.**

b. **Organization of campus-leisure activities is ranked high as a chief problem.**

c. **More problems arose in the general organization of campus recreation than in any other category.**

d. **The development of general organization and leadership for campus recreation have been neither outstanding nor valuable.**

* Jean Swenson Breck, Arthur Broton and Tilman Hall, "Campus Leisure Programs: Outstanding Developments and Chief Problems." (Report made to the College Recreation Association during the 1953 National Recreation Congress.)

NRA 1954 District Conference Schedule Changes and Additions

The Pacific Northwest Conference will be held at the Spokane Hotel, Spokane, Washington, March 29-31.

The New England Conference will be held at the Column Terrace Inn, Falmouth, Massachusetts, May 12-14.

The complete conference schedule appeared in the January issue, page 50.

One of a series of radio talks, given by the Institute for Human Adjustment at the University of Michigan, on problems that confront older-age groups, was concerned with this topic. The substance of this radio dialogue is presented here.

CAN OLDER PEOPLE ENJOY SPORTS?

Dr. Wilma Donahue and Dr. Elmer D. Mitchell

As we grow older it is often possible to continue activities which we enjoyed as younger people, providing of course that we make the necessary modifications to take account of changes in our physical energies and capacities.

In American life, great emphasis is put upon the value of sports, and interest in them persists throughout maturity. We urge people to develop skills and interests which they can use throughout life, and yet we know that certain changes come with age which must be taken into account.

The oldster in sports must learn that he is not a youngster. If he will keep this in mind he can sensibly adapt his play to his years and continue to be active in sports; but the amount of play and the intensity of play must likewise be tempered with wisdom.

During the last century, America has changed from a largely rural agricultural society to an urban industrialized society. We live in smaller homes, we are no longer closely knit, self-sufficient families. As the pace of our living has speeded up with the industrial and machine age, so the chances of one's finding exercise in one's work has decreased. However, our human machine evolved through exercise, and it needs continued exercise in order to keep fit. We need exercise for the sake of unused muscles and for the sake of thwarted impulses. And, because exercise is not found in our everyday push-button type of work, we have to seek it and cultivate it. Therein is the great interest in sports —it acts as a compensation for the exercise and satisfaction that outdoor living previously provided.

Sports are definitely related to physical fitness. The emphasis on strength and endurance grows less with age; but, to the contrary, the emphasis on mental relaxation, poise, sociability, increases. Sports provide a forgetfulness of the day's work and of worries; they help in weight reduction provided one does not eat too heavily afterwards; they help reduce blood pressure, most important with older people. Older people need forward-looking interests, otherwise they tend to reminisce and to daydream.

Mental-hygiene workers today are unanimous in stressing the values of hobbies for older people. For one who has worked hard all his life it is difficult to adjust abruptly to a life of ease. One cannot so quickly change a lifetime's habits. One must have interests to occupy one's attention. These interests are all the more valuable if they can be pursued with people. Otherwise the older person gets a frustrated feeling that life is finished for him, that he is useless, that he is an encumbrance on his family and society. New continuing interests help to give him a feeling of accomplishment and service.

As people become older they have less energy and less endurance. One might argue that exercise and sports activities are likely to be harmful to older people. I would agree to this for the older person who has some serious physical disability or is woefully out of training. Moderation is the correc answer. For the person who has no exercised vigorously for years, modera tion would mean very mild exercise; for the person who has exercised regu larly, moderation could be safely geared up to a much greater degree of exertion Strength and endurance have to be con tinually maintained or they are lost

One must, therefore, keep exercising to keep fit for more exercise; but ar exercise program for the sake of fitness can become boring unless there is a strong motivation for it. You cannot secure fitness for exercise and then be through with your problem. In short, physical fitness is not secured by the mere *attainment* of it; it must be *maintained* as well. There can, however, be a tapering off in the amount of exercise one needs after fitness is reached.

Speed events have absolutely no place in the program of older people in sports. Shy away from the sudden explosive efforts of all-out speed, as in running. The older person has more weight to carry about, is less resilient, and his reactions slow down for quick stopping and starting. For long and even sustained effort, however, where strength and endurance rather than speed are

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demanded, the older person in training need not take a back seat. Witness the trappers and hunters of long years and grizzled appearance; witness the fishing and mountain climbing guides; witness many of the famous distance walkers, runners, and oarsmen, who, even though no longer champions, can rate a much superior performance to most of their younger competitors!

The older athlete can maintain good form in athletic execution even though his performance may be lowered a little because of reduced strength and endurance or, possibly, eyesight. It must be remembered that this axiom holds true: Once acquired, skills are never lost even though a period of years has elapsed without their being used. Oldsters underestimate their power of learning new things. If an older person makes up his mind to learn some new sport skill and sticks to it, he can reach real achievement.

People discuss, with a good deal of heat, the question as to whether or not exercise shortens or lengthens a person's life. There is no use trying to be decisive on this answer. We just don't know. There is no substantiated research evidence, one way or the other. There are many older people who argue that they never exercise and are never sick. That can be true when the person's particular type of work does not demand any degree of physical exertion. In contrast with those sedentary individuals who claim inactivity as the key to longevity, we can point out individuals like Alonzo Stagg coaching football at eighty-seven, Connie Mack managing a major league baseball team at eighty-eight, the King of Sweden and John D. Rockefeller playing golf in their nineties. Their example would refute the idea that athletes die young. On present evidence it is as futile to say that the individuals mentioned have lived so long because of athletics. I think a little story I saw in the paper best answers this question:

Reporter to Great Grandpa: "To what do you attribute your great age?"

Great Grandpa: "I can't rightly say, yet. There's several of those testimonial fellows a dickering with me."

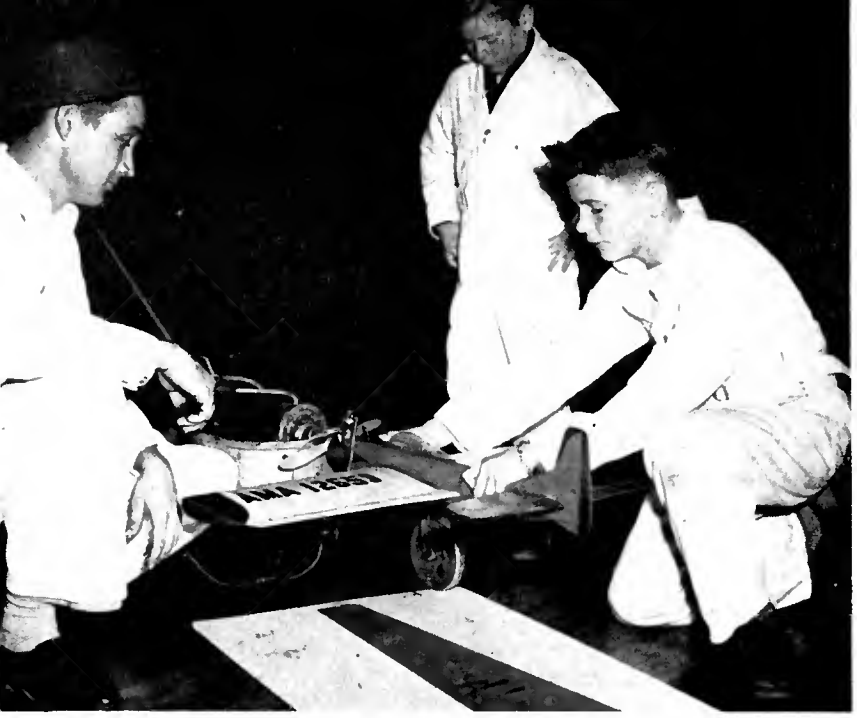
Oldsters must be philosophical and content to play in less high-powered competition. The speed sports are definitely over for them—the dashes, football, basketball, boxing, and the like. If they train regularly, the strength and endurance sports are still open. The skill sports, however, promise an inviting field; and there are many of them—to cite only a few: golf, bowling, tennis, squash, archery, badminton, skeet shooting, skish (a casting game), swimming, canoeing, skiing, sailing, and fishing and hunting. For games like tennis and squash, it is better to play as doubles rather than singles, because the amount of running is cut down. It is good also to play in scoring games where good players can team up with weaker partners and still have an even exciting match, as in golf. Bowling lends itself to handicapping so that players of differing abilities can team together and still have fun. Also, the older person who is an all-around sports enthusiast can get a great deal of satisfaction by giving advice to promising youngsters or by helping to promote and organize sports programs in their communities.

The following list includes games and sports which are appropriate for different age levels. In considering these activities, adjustments — merely common sense—should be made by older people. The exercise should be exhilarating, not fatiguing. When breathlessness comes, or when resiliency does not return the next day, then the program should be cut down. Nine holes of golf instead of eighteen; a player of less skill in tennis for an opponent; a shorter walk or a shorter swim!

Copies of the original radio script and a bibliography may be obtained from Dr. Mitchell upon request, by writing to him at the University of Michigan, Ann Arbor.

SPORTS FOR MIDDLE AGE AND OLDER AGE GROUPS

Forty to Fifty Years	Fifty to Sixty Years	Sixty Years and Over
Archery	Archery	Archery
Badminton, doubles		
Bowling	Bowling	Bowling
Calisthenics	Calisthenics	Calisthenics
Canoeing	Canoeing	Canoeing
Croquet	Croquet	Croquet
Curling	Curling	Curling
Deck Tennis	Deck Tennis	Deck Tennis
Fishing	Fishing	Fishing
Bait Casting	Bait Casting	Bait Casting
Fly Casting	Fly Casting	Fly Casting
Skish	Skish	Skish
Golf	Golf	Golf
Handball, doubles		
Horseshoe Pitching	Horseshoe Pitching	Horseshoe Pitching
Hunting	Hunting	Hunting
Lawn Bowling	Lawn Bowling	Lawn Bowling
Paddleball		
Paddle Tennis		
Riding	Riding	Riding
Roque	Roque	Roque
Rowing	Rowing, moderate	Rowing, slow
Sailing	Sailing	Sailing
Shooting	Shooting	Shooting
Pistol	Pistol	Pistol
Rifle	Rifle	Rifle
Skeet	Skeet	Skeet
Trap	Trap	Trap
Shuffleboard	Shuffleboard	Shuffleboard
Skating	Skating, moderate	Skating, mild
Skiing	Skiing, mild	
Snowshoeing		
Sports, vicarious	Sports, vicarious	Sports, vicarious
Spectator at games	Spectator at games	Spectator at games
Reading sports page	Reading sports page	Reading sports page
Listening to radio	Listening to radio	Listening to radio
Watching television	Watching television	Watching television
Square Dancing	Square Dancing	Square Dancing
Squash Racquets	Squash Racquets, mild	
Swimming	Swimming	Swimming
Table Tennis	Table Tennis	Table Tennis
Tennis	Tennis	Tennis
Singles, moderate	Singles, mild	Singles, mild
Doubles, moderate	Doubles, mild	Doubles, mild
Volleyball	Volleyball	Volleyball
Walking	Walking	Walking

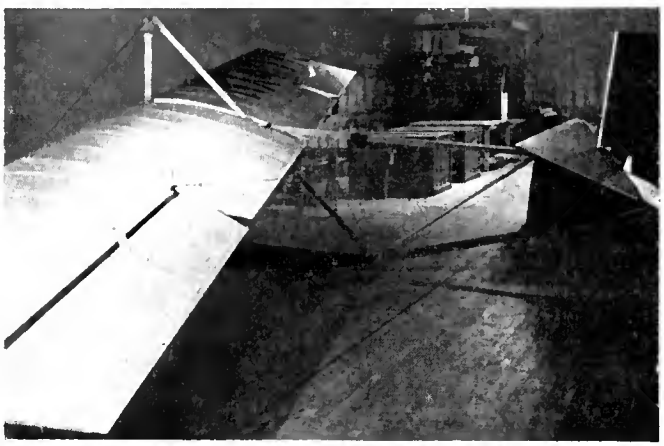


One of contestants warming up his plane for Sunday afternoon flying at Municipal Forum. Note cardboard under plane.

Kite used in exhibition

Model Plan

Beginners' class in model building, McKinley Park Recreation Center. Park board supervisors L. Rutledge and E. McAdams.



One of the gliders constructed in the large downtown craft center operated by the Park Board Recreation Department.

We have found, in Wichita, Kansas, that model flying has always been popular in the spring and summer months. For the last few years, however, we have set up a program of model plane flying Sunday afternoons in the Municipal Forum, giving the model builders and flyers an opportunity to carry on a year-round program. The indoor flying is under the direction of the park board recreation department and there is no cost to the model flyers. The winter schedule runs through December, January, February and a part of March, depending upon weather conditions.

As to contest rules, we follow mostly those set up by the Academy of Model Aeronautics. Our department is fortunate in that Leo Rutledge, a park board supervisor, has had wide experience in model building and flying. He also has served on state and national model flying committees.

The flying isn't limited to any age group. Several groups consist of intermediate and high-school-age boys. In fact, the program isn't limited to boys because we do have girls and occasionally women flyers. In several instances entire families have competed in the flying contests.

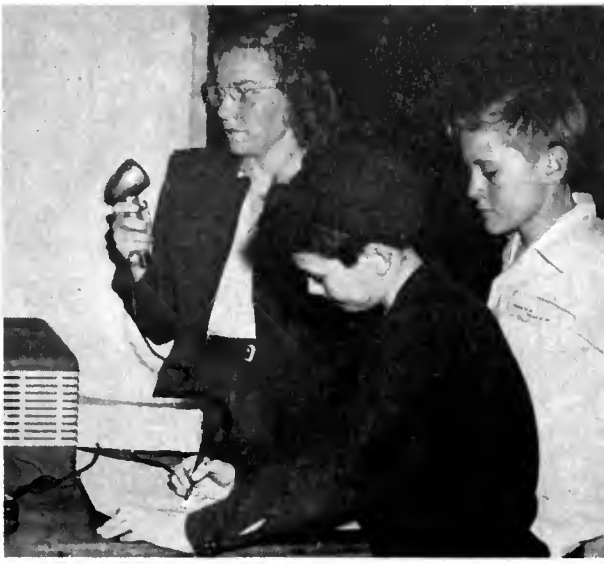
At present we have no model plane building classes set up in the schools, but for several years our department conducted model building classes in the local high schools and intermediate schools. We also set up a class in the boys' detention home.

Probably one factor in model plane popularity, as far as Wichita is concerned, is that we have several small aircraft plants along with the large Boeing, Cessna and Beech aircraft plants. In 1951 the air force constructed an air base

MR. PAT HAGGERTY, *the author, is superintendent of recreation, Board of Park Commissioners, Wichita, Kansas.*

. This draws much attention from youngsters on playgrounds.

ing-Year Round



Assisting with line-up at flying contests is responsible job. Program unlimited to any age group.

Pat Haggerty

on the outer edge of the city. Air men from the local air base have taken an active part in the model plane program, just as they have in the various other program activities, athletic leagues and tournaments.

Two outdoor areas have been set up for model plane use. One area has lights for night flying. The flying circles have been laid out away from picnic grounds and athletic fields. *It is very important* that model plane flying is not permitted in the same area in which softball and baseball are being played. It is also necessary to construct a fence barrier to prevent spectators from wandering into the flying circle.

Good supervision is necessary in order to make sure that all safety rules are strictly enforced. As model plane flying can many times bring complaints from neighborhoods in regard to noise, it is important to locate these fields away from neighborhood or housing areas.

In setting up an indoor program in a school gymnasium or similar building that has a finished floor, it is important to see that oil spots are removed at once. We have found that using squares of cardboard under all planes which are warming up or being worked upon will serve very satisfactorily. Advance planning in setting up the program before each meeting will help run the meets off in good order. Whether an indoor or outdoor flying contest, it is very important to have a good public address system.

A few years ago one of the local aircraft plants presented us with a generous pile of scrap balsa wood. The scraps were not large enough to be very useful in craft projects. In discussing probable use of the balsa with John Mahan, our craft director, he suggested that possibly Leo Rutledge might use this balsa wood in the beginners' model building classes.

Many of the older groups naturally have gone into the more advanced model building program. This type of building, of course, is rather expensive and the financing is largely up to the individual builder.

Kite flying and construction at the playground each spring probably help to interest the younger group in flying; and also help to build interest in crafts. We have several large scale models that we have used to demonstrate principles of flying. You will note that the large kite, twelve feet by sixteen feet, as illustrated, will draw a great deal of attention from the youngsters on a playground. The making of para-

Carrier Landing Contest

Each contestant will be given one hundred points before takeoff.

Twenty points will be deducted if he should touch the floor within the first quarter lap of his first lap around the circle.

If contestant should fail to give clear signal before attempting to land—his flight will be void and he will be given no other chance.

If engine should die within first five laps because of needle valve setting, contestant will automatically be given another chance after everyone else has had a turn.

A person in a winning position must have stopped his plane on the carrier deck, the motor still running, with his arrester hook caught on a hook line.

Ten points will be deducted for each attempt to land which has been preceded by a signal.

The person with the most points wins.

chutes, and the dropping of these from kites while in flight is also exciting.

In 1951-52 the craft department distributed two thousand sticks for beginning kite builders, most of which are broken in practice flying before the regular meets. For several years, we have conducted kite tournaments at each of our twenty playgrounds. The winners on these playgrounds compete in a city-wide tournament.

A few years ago we had several full size gliders constructed in our large downtown craft center. Some of these had a wing spread of thirty feet, and were launched at the municipal airport. I believe one landed somewhere in Oklahoma. You will note from the glider picture that it takes quite a bit of room to build such projects. For this reason we have not encouraged glider construction as part of our craft program—because we do not have sufficient space.

In summing up model plane flying, I would say that it is a very fine recreation activity. It also can become a hazard and a headache if it isn't properly regulated and supervised. You will reach many individuals through a model plane program whom you would probably not reach in any other recreation activity.

Valentine Post Office

Sherrill T. Becker

Teen-agers as postal clerks and delivery men operated the Valentine Post Office.

WHEN time draws near a special holiday, every organization frequented by children plans a party, but what kind? Is it one with the usual games, the usual prizes; or is it one that's different and not soon to be forgotten?

The teen-age club of the Parkland Recreation Center, operated by the city division of recreation in Louisville, Kentucky, recently sponsored a party that was different indeed. When the girls and boys gathered to discuss plans for a Valentine celebration, they hit upon the idea of a special delivery Valentine mail service, replete with postmaster, clerks, and delivery men.

But, of course, they first had to have an office in which to operate. And so a "contractor" was appointed. Seventeen-year-old Cleveland Sheilley, member of the club, won the nomination. Setting busily about, Cleveland began "bidding" for materials. First, he procured two coca-cola bars; then, old scraps of plywood from a near-by lumber yard; nails from the crafts chest; and last of all, yards of shiny silvered paper.

Placing the two bars end to end, Cleveland formed the counter, fifteen feet long, four feet high and two feet wide, which served as the foundation. Upon this, he constructed a window service, replete with slots for mailing. To the extreme left of the counter was erected a shield, in which two windows and two mail slots were cut, for information and incoming mail services. To the right side of this section was another shield formed by a lattice work of plywood strips placed over a solid panel into which two windows and one slot were cut, where outgoing mail was handled. And there was a long, open counter where the "mailmen" received their deliveries.

The effect was quite realistic. The only apparent difference, between this and a regular office was the fancy decor—the silver paper was used on the front of the stand, with gold glittered cupids, twisted swirls of red and white crepe paper, and a midnight blue background ablaze with twinkling red hearts.

The office was ready; the force was on the job. The postmaster "barked" instructions; three girls—the clerks—busily sorted, by name, nearly four hundred valentines. Some they personally delivered through the window; most they turned over to two little, snappily "chapeaued" mailmen who delivered the mail throughout the center.

In the meantime, the eagerly awaiting recipients played festive valentine games and indulged in refreshments of every description. The party was indeed a success, a tribute to the ingenious minds of the club members.

The postal service was so popular that the teen-agers are discussing plans to set it up many times throughout the year when it would be feasible and appropriate: Easter, when baskets or eggs can be delivered in like manner; a group birthday celebration when congratulatory cards are in order; maybe even on the Fourth of July—to exchange gifts such as flags, historical novels, and so on. "The entertainment value of the project," said Mrs. Jean Bocko, center supervisor, "is priceless, even though the cost can be measured in pennies."

SHERRILL T. BECKER *is public relations supervisor in the City Division of Recreation in Louisville, Kentucky.*

Legalized Model Plane Flight

Henry T. Swan

• Model airplane flying is now legal inside the city limits of Phoenix, Arizona. At a series of neighborhood "Know Your City" meetings, held by the Phoenix City Council in the spring of 1953, one question recurred time and time again: Where can youngsters fly their model planes without being run off by the police? The council turned over the solution of this problem to the parks and recreation department.

A meeting was called by the recreation division of those people who had shown an interest and a desire to see model airplane flying in local neighborhoods. This group recommended that:

A. A voluntary advisory committee of five members, one of them to be a member of the recreation division staff, be established by the parks and recreation department to work out flying areas and times, and to recommend practices and policies for model airplane flying; that the committee's recommendations be submitted to the superintendent of the parks and recreation department or his agent and receive consideration in the same manner as other policy matters; that is, they would, if necessary, be referred through channels to the city council for final consideration. One of the purposes of the committee would be to act as liaison between model plane fliers and the public.

B. The Code of the City of Phoenix be revised or amended to permit model planes with internal combustion engines, not to exceed thirty-five hundredths cubic inch piston displacement, to fly on designated areas at designated times as regulated by the parks and recreation department.

Under this plan, the city would be divided into zones and model planes would be flown on various areas in each zone. This plan would keep model plane flying to a minimum on any one area.

The Phoenix City Council acted rapidly, and amended the Code of the City of Phoenix pertaining to noise under prohibitions to read as follows:

"To discharge into the open air the exhaust of any steam engine, stationary internal combustion engine, motor vehicle or motorboat engine, except through a muffler or other device which will effectively prevent loud or explosive noises therefrom, provided, however, that the flying of controlled model airplanes, sailing of model boats or racing of model automobiles, having internal combustion engines not to exceed thirty-five hundredths cubic inch piston displacement, when used in the pursuit of a recreation hobby and at such locations as are under the jurisdiction or control of the Parks, Playgrounds and Recreational Board of the City of Phoenix, and only at such times as may be designated by the parks department shall not be deemed to be within the provisions of this ordinance."

As soon as flying was legalized, the Model Airplane Advisory Committee of five members began to act. They set up an all-city flying date, a time when model airplane enthusiasts from all over the city could gather together at one area, not only to fly planes but also to secure first-hand information concerning the new law pertaining to model plane flight. As a result of this first of all-city flying events, three local areas were opened to model plane flying.

Forms are used by the parks and recreation department in establishing flying areas and times. These are filled out by model plane enthusiasts—three fliers' names are required in order to establish a new flying area. The first three areas opened happened to be school playgrounds. The Model Airplane Committee approved the times requested by the model airplane fliers with certain reservations. One request came in to fly every night in the week at a certain school ground. However, the committee felt that the flying should be restricted in local neighborhoods so that the folks living around the area would not be annoyed by the noise of the small motors. The committee cut down on the time for flying and established a twice-a-month schedule. On one area, flying time is the second and fourth Wednesday from

MR. SWAN *is the superintendent of recreation in Phoenix.*

5:00 P.M. until dark. On another area, flying time is the first and third Friday, from 4:00 P.M. until dark. On another area, which is a bit isolated, flying is permitted every week on Saturday afternoon. Before flying can be done on a school area, and after approval of the Model Airplane Advisory Committee, a member of the parks and recreation department staff consults with school officials and secures clearance from the schools.

As soon as a flying area is approved, model plane hobbyists who have requested flying time are given about one hundred copies of a letter which goes "To Our Neighbors." This letter is an introdnction to the people around the flying area, and reads in part: "We, your model airplane flying neighbors, and our advisory committee, want you to know the need and the good of the recreation hobby of flying model airplanes.

"Model airplane building and flying is the number one hobby in the nation. One of the assets of this hobby is that it brings youngsters and adults together in a common endeavor. The value of model flying has long been known by the training divisions of our army and navy who sponsor model airplane clubs and regional and national model airplane competitions.

"We realize that the noise of these small motors is sometimes annoying; therefore, we plan on using any single area as sparingly as possible.

"The advisory committee was formed to act as the liaison agent between the public and the model fliers. Any problems, questions, or information concerning flying on these parks and playgrounds may be referred to any member of this committee." The five committee members and their telephone numbers are listed and at the bottom of the page is this notation: "We invite you to drop over and watch the flying. It is really quite an art."

We have run into one problem: after flying was authorized on one playground, the youngsters felt they could fly at any time on that area. They began turning out at eight in the morning—flying all day and into the evening. Model airplane committee members visited the area, talked to the boys and enlisted their cooperation. Now, model airplane flying is restricted to the times established by the committee.

The future of this program looks bright. All complaints against model plane flying will be handled by the Model Plane Advisory Committee. A group of adults and youngsters will visit people who have complaints to make and will attempt to convince them of the value of the activity.

Model airplane building and flying, according to a recent survey of more than 11,500 hobby shops, department stores and hobby magazine publishers, is the number one hobby in the United States today. Our army and navy need good qualified pilots, engineers, and other aeronautical personnel. One of the ways recreation departments can help the armed forces prepare recruits is to make available model airplane flying in their communities.

Talent File

Our talent file is a stack of three- by five-inch cards kept in a small case on my desk. It contains the names of people who can speak, act, sing, dance, lead games, contests, officiate, lead singing, conduct dance bands, do magic, or assist in any kind of social event; and it is for the community to use. It is a handy reference when program chairmen of service clubs, PTA's, Scout troops or 4-H clubs call on me for help. It is part of our community service.

We built up our talent file by talking with everyone with whom we came into contact, asking each person if he would like to be placed in it. Some people perform for a fee, but about ninety per cent just like to do it for fun. Through the personal contacts made in my role of party leader, entertainer and song leader I have the opportunity to talk to many folks, and each year many names are added to the talent file. It, of course, contains the names of the folks to contact at the high school, the dance studios, the music teachers in town and the various departments at Kansas State College—such as the radio station, the dramatic, music and physical education departments.

Every town is full of talent that is often overlooked because no one has taken the trouble to assemble information about it. As a result, one sees the same array of talent time after time, and certain other people miss the opportunity of performing at all.

It has been my effort to get people to get out and perform. The teachers of the schools and college have the same idea, and, as a result, we are constantly running into new talent. The music and dancing teachers are more than anxious to show off their students, and get in touch with me from time to time.

Our party service consists of literature, advice and supplies. Our literature, of course, consists of all of the manuals put out by the National Recreation Association. In addition we have our own party guides, which we publish and distribute through the mail and at the public library. We assist anyone to plan a party, dance, banquet or social.

Our supplies consist of game kits, movies, projectors, public address systems, records for square dancing, social dancing or entertainment, phonographs, rule books and flags. In our party game kit we have twenty party games such as rook, flinch, canasta, bridge, cribbage boards, checkers dominoes, bingo, monopoly, and so on. A merchant supplies us with free playing cards, which have his advertisement on the back.

We have made an effort during the past two years to emphasize the importance of home play, neighborhood parties, and social occasions for small groups. We keep the favorite slogan of the National Recreation Association, "The Family That Plays Together Stays Together," constantly before them.—FRANK J. ANNEBERG, *Superintendent of Recreation, Manhattan, Kansas.*

Recreation For The Pre-School Child

Evelyn Kirrane

Too little has been written or said about recreation for the pre-school child in comparison with the other age levels. Yet this is the time when desirable recreational attitudes may be developed which will have a carry-over value all through life. Who should assume responsibility for the recreation of this age group? The school? The home? The public recreation department?

In Brookline, Massachusetts, the public recreation department has done a great deal toward meeting the needs of this young age-group. In this article, we shall refer to the pre-school child as the four-year-old. He runs and climbs and jumps fairly well. He can ride a tricycle, drive a wagon, manipulate a sled. He knows how to cut on a straight line, can pile blocks into somewhat complex structures. He can draw fairly well. His vocabulary is composed of approximately 1,500 words. There is a great desire for group approval and tendencies, in some, to exclude others from their play.

The learning stage. No child is forced to join activities.

The Brookline Recreation Department has established five Morning Play Groups, in their recreation buildings, for children of this age. Each group consists of twenty-five boys and girls. They meet Monday through Friday from 9:00 A.M. to 12:00 M., October through May.

Registration is held during the summer months and is open to any child from three years and nine months to four years and nine months as of October 1, regardless of financial background. The oldest one hundred and twenty-five are accepted each year, provided they are in normal health both physically and mentally.

A typical daily program includes the following:

1. *Morning Health Inspection.* This includes an examination of the throat, eyes, nose, ears, skin and hair of each child before he is allowed to join the rest of the group. All children who do not pass the inspection are excluded from the group and their parents are notified.
2. *Outdoor Play.* When weather permits, a period of play is spent out of doors each day. Swings, slides, jungle-gyms, seesaws, sandboxes, tricycles, shovels, pails, trucks, carts and toy houses are available.
3. *Indoor Free Play.* A major portion of the program is set aside for free play. This provides an ideal learning situation in which the children may choose their own activities and, in the meantime, are broadening their experiences and acquiring new skills. Puzzles, beads, storybooks, clay, painting materials, climbing apparatus, trucks, tricycles, carts, dolls, dolls' beds, and other toys are available.
4. *Organized Activity.* This forms only a small portion of the program—fifteen to twenty minutes. It teaches the child the first rules of adjustment to more formal requirements. The learning situation is also stimulated. No child is forced to join the group activities or to stay if he prefers not to do so.
5. *Rest Period.* Each child has a short rest, usually from seven to fifteen minutes, depending on the need. He brings his own blanket for this period.
6. *Other Phases.* The program includes storytelling, story-plays, rhythms, coat-room routine, toilet routine, and seasonal parties.

In regard to the staff, the instructor is undoubtedly the most important single factor in the success of such a program. It is she who creates a good or poor play environment and directs or encourages the play in worthwhile directions; she must be able to control the organized play period and have deep understanding of the children.

In Brookline, the women recreation leaders are directly in charge of these groups. They are trained leaders who have had courses in health, psychology, methods of teaching, and so on. In-service training is conducted through workshops, lectures, and demonstrations. The whole program is coordinated through the director of recreation and the supervisor, who organize the program, arrange for staff meetings, lectures and workshops. Constant improvement of instruction is emphasized. Assisting the recreation leaders are practice teachers from local colleges; also, each parent is asked to spend one day a month with the instructor. Through this, the parents gain a deep understanding of their children.

Such a program can be operated with very little outlay of money. Is it worthwhile? Definitely. As Johnny, with a big smile, said to his mother when she called for him, "Gee Mom, I had a lot of fun!"

Miss Evelyn Kirrane, *the author, is recreation supervisor, Brookline Recreation Department, Massachusetts.*

Norma Stahl interviews Virginia Tanner, Director of the Children's Dance Theater of Salt Lake City.

Dancing Children

TWENTY-TWO little girls danced goodnight and the curtain came down on the Jacob's Pillow performance of the Children's Dance Theater. There was a second's hush and then the applause and bravos broke out. The audience, consisting almost entirely of dance professionals, rose in a body at the first curtain call. Many of them were in tears. Two noted choreographers rushed backstage to embrace the performers. A once-in-a-lifetime experience had occurred and dance history was made.

Yet all that had happened on that July nineteenth evening was that twenty-two youngsters from Salt Lake City had danced the simple things they knew about: the patterns of whirlpools they had seen under Niagara Falls on the trip east; some childish nightmares about a dress caught in a door; a clock ticking in an empty room; an anaesthetic that made a tone resound; a goodnight dance in which, dressed in white nightgowns, they asked blessing for tiny things of the wilderness, while at the back of the open stage fireflies flickered in the summer evening.

Behind the magic of this night's performance was the week-long bus odyssey which brought Virginia Tanner, her dancing children and their mothers from Salt Lake City, starting at six A.M. on July eleventh. The spirit of good trouping and amiability that marked the trip had a lot to do with love of dance and a lot to do with Mormon ideals. Cooperation was no new experience for these children and their accompanying mothers. Along the way the group sang Mormon hymns, sewed costumes, stopped wherever possible in state park grounds to limber up bus-cramped muscles, and visited shrines that marked the long trek of their Mormon forefathers out to the home these new pioneers had left. When they descended en masse at restaurants, all ordered the same thing to help out the cooks and waiters. Each child—some of them as young as eight—received a twenty-dollar bill every five days from which she had to budget food expenses. The budgeting went so well that there was enough left for extra treats like the visit to Niagara Falls and a trip around Chicago.

What the enthralled audience could not see were the months of planning, the ingenuity and love by which children and adults raised the money to make that appearance possible. The children were responsible for earning one hundred dollars apiece for the fund. They dressed dolls, gave musicals, and ran, with their mothers, possibly more rummage sales and raffles than Salt Lake ever hopes to see again. Mothers and grandmothers gave steak dinners and charged admission. Fathers got after the business firms. The Church of the Latter Day Saints donated a sum, as did the mayor and other city officials. An addition of eight hundred dollars was gained from the sale of "Ginny" dolls, dressed white nightshirts and named after the children's pet na for their teacher, "Miss Ginny." Of the three hundred pu taught by Virginia Tanner, only the twenty-two best most gifted were selected to make the trip. But the th hundred, along with their parents, worked as one. Fin the job was accomplished. The sum of $7,500 was earne sponsor the march on the two New England dance festiv the one at Jacobs' Pillow, the other at Connecticut Colle to which the group had been invited. After the lect demonstration on July nineteenth at the Pillow, the C dren's Dance Theater proceeded to New London for a p formance there on July twenty-seventh. The invitation come as a result of the appearance of the group at the Pe Mansfield School in Colorado last year and the word wh had spread that here was something that the East could look into.

Behind the magic too, indeed, at its source, was anot kind of magic. It was contained in the presence of the t soft-spoken young woman who for over ten years has b teaching children to dance at the McCune School of Mu in Salt Lake City. "Helping" children to dance might b better way of putting it. For Virginia Tanner imposes rules, makes no fetish of any system other than that developing good strong bodies and the child's own spi Though she is always eager to find what she calls "the ch born sensitive to movement and creative energy," she he to release, in each of her children, the individual capac for self-expression. By sticking to what the child has felt understands, by gentle suggestions and hints which quic point out to the child what is best in her own improvisatio by being patient and waiting for the right moment, she dra out what the child has to give. All the compositions wh the children do are created in this fashion.

Making an expressive movement with a slender hand, says, "When they are ready, they reach into their souls find dance."

As for technique, "Here are some shiny copper pennie she says to the children. "In front of you, to the side a

in back. See if you can touch them with your toes." Little legs shoot out, straight as ramrods, tiny arches curve, toes in a perfect point. If there is jumping or leaping to be done, then they must pluck the cherries from the highest bough. Imaginations are kindled and technique is acquired through the child's own desire to reach the imaginative goals that are set. This is an attempt to teach technique creatively, not to develop professional dancers in any one style. At present, Lew Christensen, teaching ballet at the University of Utah, has ten students trained by Miss Tanner. Others of the children who go on to train for professional careers find themselves well-equipped with the fundamentals that prepare them for any style of dance.

Miss Tanner's pupils at the school range in age from three to eighteen, and she of course adjusts her approach to the needs of each age. For the talented older girls, who have been with her at least six years for example, there is also the teacher-training program, from which they go on to become demonstrators for her classes. She has three such young student-teachers at present. The students who have all their dance classes after regular school hours, meet for two one-and-a-half-hour classes each week. The younger pupils have two one-hour sessions.

Miss Tanner discovered dance early and discovered, also, some of its evil practices which nearly robbed her of the

Virginia Tanner and her youngsters from the Children's Dance Theater in an imaginative number danced on TV show.

career for which she seemed suited since babyhood. As she loved to dance, her parents enrolled her when she was six at a dance studio where a rigid technique was imposed on even the tiniest pupils. Virginia ended the first day in tears and never wanted to see another dance class. The memory of a harsh discipline which killed the joy she felt when dancing by herself stayed with her, and in fact she did not again enter a dance studio until she was eighteen. This was in Washington, D. C., where she studied with Evelyn Davis, who specialized in the teaching of children and incorporated into her work "a soul-giving thing" which young Virginia was looking for. This was her first formal training.

After that, she was back at the University of Utah to get her degree. There, she says, dance was "still in the scarf- and balloon-throwing era." The closest Virginia could get to what she wanted was by taking a physical education major. In 1939, she heard that the Humphrey-Weidman group was touring. How wonderful it would be, she felt, to invite them to Salt Lake City! She rushed around to various civic groups and culture clubs. No one saw the point. In the end, Virginia decided there was only one thing to do. She would sponsor the recital herself. She rented a hall, got out publicity, had tickets and programs printed and sold $1,500 worth of tickets. Salt Lake City saw its first modern dance recital. So impressed was Doris Humphrey with this young, dance-hungry impressario, that she offered her a scholarship in New York. The next fall Virginia was hard at work in the Humphrey studio.

Now she was on the right path and knew it. There were to be no more detours. She would help children to discover dance.

She began her classes at the McCune School of Music out of which grew the Children's Dance Theater. At the same time she began the practice of ever so often coming back east to study. But she emphasizes that this study is for herself. She does not keep coming back so that she can teach her children the latest things from New York. She is free from that erroneous modesty carried about by a number of teachers who regard themselves as nothing but empty vessels to be filled at the founts of professional studios, thence to be rushed back to the hinterlands without spilling a drop and dumped over the parched heads of their students.

She has grown with the school. She likes to recall how at the beginning she gave classes consisting of forty-five minutes of improvisations and fifteen of technique. Now the proportions are reversed and the major part of the class is devoted to the creative approach she has developed to teach technique.

Miss Tanner is very positive when she speaks of dance as a spiritual experience second only to a religious experience. She believes, in fact, that the church and the dance class supplement each other. As she sees it, the dance is a kind of faith. The deeper the faith of the child in what she is dancing, the deeper will be the spiritual response. It is because children are so eminently capable of faith, and also because Miss Tanner has managed to remember "why it was she started to dance," that the Children's Dance Theater has been possible.

One small incident takes its place beside what will surely become a great legendary dance event at Jacob's Pillow. When the "bravos" began to thunder down, one little girl who had never before been far from home, and who was quite unaware of her power to make a magic world for adults, touched "Miss Ginny's" arm. "Why are they calling 'Provo'?" she asked. "Bravo" was a word unknown to her, and 'Provo' is a neighbor town to Salt Lake City. The little girl knew a lot more about Provo than about what happens when an audience of professionals breaks down and cheers.

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creative ballet

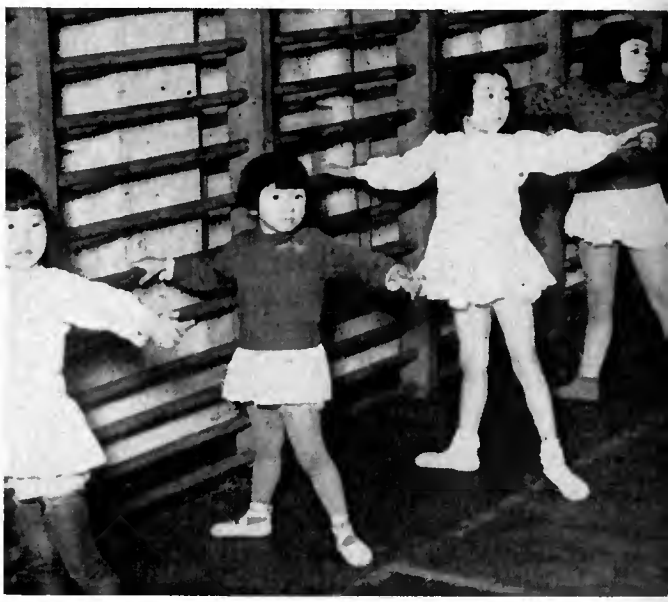
Carolyn K. Stern

television has brought the ballet into the home, and every little girl at some time or other visualizes herself as a ballerina, floating over the stage in a tou-tou or cloud of chiffon. In many cases the embryo ballerina high-pressures her parents for ballet lessons. However, ballet dancing is a skill and requires many hours of practice, just as learning to play the piano or acquiring any of the sports skills. Within a short time many children lose interest in the dance because of the constant repetition and monotony of learning steps and exercises.

Usually the desire for lessons comes between the ages of five to nine years. Any child who so wishes, boy or girl, should be given the opportunity to explore the field of the dance. It should be a pleasant experience that teaches him something about the ballet, the fundamentals of movement and rhythm and gives him a chance for self-expression. Some children are able to express themselves through speech, but most children can do so only through action. Here we have a field that covers many facets of recreation—dancing, rhythms, creative activity, music and socialization.

At the Bergen Street School Community Center, Newark, New Jersey, there has been a demand for ballet classes for the past four years. Previously the requests were for tap and folk dancing. It was realized that the center could not meet the requirements of the typical ballet class. Nor did we care to do so. Our facilities consist of one very small gymnasium, irregular in shape. As there is no piano, a record player is used. The first two years of classes were experimental to a certain degree, the teacher trying out the classic ballet, modern ballet and rhythmics to find the medium best suited for a playground program. At the start of the third year we knew what we wanted the child to experience and also what the child really enjoyed. We were able to set up these objectives. To give to every child:

1. The experience of the joy of expression through movement.
2. An understanding and appreciation of ballet as an art form.
3. Ability to express ideas in this form and to interpret one's own thoughts and feelings.



Every little girl longs to be ballerina, increasingly demands ballet classes. Above, tots in a YWCA class, Osaka, Japan.

4. Knowledge of all the different ways in which the body can move.
5. Opportunity to develop a sense of rhythmic accuracy.
6. Knowledge of some of the fundamental ballet steps and their names.
7. Opportunity for socialization within the group.

In October, 1952, eighty little girls, between the ages of seven and ten years, reported to the gymnasium for their first lesson. Sixty of them remained until the closing of class at the end of April, which is a fairly good indication that they enjoyed the lessons and felt that they were learning to dance. The group was divided into two classes, meeting on different days, because of the inadequate size of the gymnasium. For

Miss Stern, *recreation teacher, Bergen Street School, is summer field supervisor of recreation, Newark, New Jersey.*

the same reason, only girls were enrolled, and the age classification was enforced. Every effort was made to keep fast learners in one group. Age is not necessarily the criteria for the grouping, as some ten-year-olds learn no faster than eight-year-olds and vice versa. Lessons are free, no costume is required. Everyone dances barefooted, some of the children wear playsuits or shorts and blouses, while just a few have leotards. Some just wear their school clothing. No visitors are allowed except the few mothers who call for their children. Incidentally, these mothers operate the record player, take an active part in party preparation and program, assist the children to change their clothes and help in many other ways.

The recordings we use are Freda Miller's Album Number 1, Accompaniment for Dance Technique, and Album Number 4, Music for Rhythms and Dance; also, RCA Victor Album Number 5, Rhythmic Activities. There are many other recordings that may be used; however, recordings are expensive and the Freda Miller albums offer more variety and are better suited for this type of activity than others that we have heard. They can be ordered from her at 8 Tudor City Place, New York City.

A typical lesson begins with about ten minutes of simple limbering exercises. Most of these are done either sitting or lying on the floor and are patterned after modern ballet techniques but adapted for the use of this particular age group. We do not emphasize differentiating between right or left foot or hand and take very little time for individual correction. There is almost constant general correction or reminders during the exercise to straighten up or point the toe or straighten the knee; but never does correction slow up the lesson so that any child loses interest. By the end of the season most of the children have developed fairly good techniques. No exercise is continued for a duration so long as to tire the child. These limbering exercises include many non-locomotor movements—bending, stretching, pushing, pulling, turning, twisting, swaying, swinging, striking, dodging, shaking, vibrating, rising and falling.

The limbering exercises are followed by locomotor activities—walking, running, skipping, sliding, jumping, hopping, leaping and galloping. The rhythm is clapped out until it is learned, then all can enter the activity in a spirit of play: we gallop like horses with "Hi-Ho Silver" resounding throughout the gym, we jump like a bouncing ball and have other similar activities. After this period we listen to a recording and the children are asked, "What can you do to this music?" Then they demonstrate whatever locomotor or non-locomotor activity is fitting for that particular recording. Or we might ask, "How does this music make you feel?" They will respond by saying, "Happy," "Gay," "Sad," "Mad," "Tired" or whatever emotion or feeling the music has suggested to them. Then we act or "dance" the theme. The lesson usually ends with an activity that includes jumping or leaping or combinations of these, and every little girl says goodnight to the instructor with a curtsy in traditional ballet style.

No dance steps are taught until five or six months after the lessons have started, yet the children feel that they are learning to dance right from the start and are able to express themselves through rhythmic activity within a very short time. The first week in December the teacher announced a joint Christmas party of both ballet classes, to be held just before the closing of school for the Christmas holiday. Each class was to make up a dance as part of the entertainment. This was accomplished by playing several appropriate, seasonal recordings for them. They were asked to think of a Christmas story that they could tell by "dancing it out" to any of the recordings. There were a few suggestions the first week and by the following week almost every child had some suggestion. In one class the story the children liked best was that of the first snowflake of the season that came down from heaven and fell into a puddle of muddy water. The other snowflakes saw the plight of the first flake and followed it down until there was no longer a puddle, just clean snow. Here was a simple theme, of their own devising, within their understanding, which they could and did interpret for their own enjoyment and that of the other class.

In March the children made up their own ballet. We all talked about it, and decided to take a week to think it over. At the end of the week, the children all discussed their ideas, and a little nine-year-old brought in a complete original story she had thought up for the ballet. She told it to the group, and they unanimously and enthusiastically accepted it. And so the ballet "Springtime" was born. The ballet was presented at the closing party the end of April. Parents, brothers and sisters were invited, and there was no admission fee, just a ten-cent charge for ice cream for those who cared for it. The mothers contributed cake and cookies. Each class was responsible for certain parts of the ballet, the children making up or interpreting the action throughout, with the exception of the finale, which was danced by all in true classical manner. The children watch ballet on television at home and get some idea of interpretation from this medium. However, it was observed that those things they noticed and incorporated from television were, to a great extent, similar or the same activities or steps that they had learned in class. This shows that not only have they learned to appreciate and understand ballet on television, but that television has helped them to express themselves through the dance.

The teacher does help to put the dances together, as there are many ideas and suggestions from the group. Occasionally there are no ideas or interpretations forthcoming, then the teacher works with the children from what they know, helping them to think of things or people or activities that they have observed, until they are able to bring about a solution of their problem.

The costumes worn for the ballet party were very simple. For instance, those girls who were flowers wore pastel summer dresses and crepe paper hats made to resemble a flower. The butterflies wore bathing suits or leotards and paper-muslin wings with the design applied with crayon. The costumes were made by older children in the playground craft groups. All the participants enjoyed the experience. They had fun in their own share of the endeavor and in observing the efforts of the other groups.

It is a simple matter to present a ballet of this type. There are no long rehearsals necessary. Each group learns its own part of the ballet during regular class time, after the routine lesson. The few soloists work out their parts in other than class time and only one rehearsal for the entire group is held.

There are many advantages in this kind of creative rhythmic activity in a playground program. Large classes can be accommodated and the interest of most of the children can be held. The teacher need not be highly skilled or trained in any field of the dance. Any physical-education major, or someone who knows a little about ballet and rhythmic activity, can teach a class of this sort. There are no expenses for this activity except for the recordings. At our playground, the teacher is a regular staff member. With rhythms or dance classes of this type one has a great deal of material for a playground show. With very little preparation and few rehearsals, these children can make up a dance or ballet that has meaning to them and to the audience. Furthermore, the dance can take the theme of any type of show the playground is presenting.

The value of these dance lessons to the child is obvious to the parents. The comments most frequently made are to the effect that the child has gained poise and self-assurance, that she can mingle and feel at home with groups of children, either friends or strangers, and that an interest has been aroused in the other arts. Here is an activity that aids in the development of the total personality and helps the child to arrive at his fullest growth—physically, mentally and emotionally—through increased body coordination and skills, a greater appreciation of the arts, and through the joy of expression through movement.

"We Participate in Recreation"

William H. Radke

Anyone working in recreation is faced with the problem of getting to the public—letting people know that your program includes them, and making them aware that it affords pleasure, relaxation, and education. In most recreation activities, nationwide, it's a policy to register those who participate in any phase of the program or share in the use of public or private facilities. These people form an excellent base for broadening the understanding of specific activities as well as the over-all program.

In Brookfield, Illinois—voted one of America's ten outstanding cities in 1952—this problem of publicity was considered by the recreation department. It occurred to us that something was needed to stimulate questions about recreation—something not normally included in standard forms of publicity such as printed program schedules, newspaper articles, or special bulletins. Rather than something to be worn, a decalcomania which can be mounted on the family automobile windshield, on a window of the home, or countless other places, was designed.

The decal is simple but carries a message. It is in the form of a circle three and a half inches in diameter. Circumscribing the upper half of the circle is "WE PARTICIPATE IN" in black lettering; the word "RECREATION," in bold blue letters, runs horizontally through the center; and the words "IN BROOKFIELD," in black letters, complete the lower half of the circle. A blue silhouette figure is used in the center above the word "recreation." (Our figure is a swimmer because Brookfield has a year-round swimming program; however, any figure or design relating to the local over-all program would be suitable.) The background is white, and the whole decal is set off by a bright red border.

Decals have several advantages: mounted on glass, they will last for two years; they are bright, colorful, and inoffensive; they are most economical when purchased in amounts of a thousand or more. The first thousand should cost about sixty to seventy dollars, including the art work which the firm will do for you at your direction and approval. After that, if you can use more decals, they become progressively less expensive as no art work is necessary on the reorder. However, seven cents each is not a high price to pay in order to bring recreation before the eyes and into the thoughts of so many people.

What good does a decal do? Well, we all like to be members of something or other; we are gregarious by nature. The decal distinguishes us as one of a special group. Since the recreation participant knows all about the phase in which he is active, he is eloquent when his neighbor asks what that "recreation thing" stands for; he begins by telling about his pet activity. His neighbor may be interested, but perhaps doesn't care for this particular project, so asks what else is doing in local recreation. Chances are the recreation advertiser can give him some additional information and refers the questioner to the recreation office for more detail. There, you see, is real word of mouth advertising arising from this decal.

Do the people like them? They certainly do. They display them proudly and are disappointed if they are inadvertently omitted when the decals are distributed; so from our point of view they are both effective and inexpensive publicity. Their use adds to the local color and is a good interest stimulator.

MR. RADKE, *is the recreation superintendent, Village of Brookfield, Cook County, Illinois.*

From Bitter Experience . . .

Not long ago, we were lucky enough to have several of our training specialists spend a few days in the office. We shop-talked, of course, and out came some examples of unusual accidents, or disagreeable incidents, that had taught them a lesson. We thought you might like to hear about them, so that you can profit by their experience. Discuss them in staff meeting. Use them in your in-service training program.

1. **Relays Indoors.** A play leader was conducting a relay and didn't notice that the baseline was too close to the wall. A little girl came dashing across, couldn't stop, put out her hands to keep from hitting the wall—and broke both wrists.
Remedy: *Always* be sure that any baseline is far enough away from a wall to allow the player to slow down. This would hold true of trees, posts, and so on, out of doors.
2. **Indoor Games.** Many indoor gyms or rooms have posts, either round or square. Both are dangerous, particularly the square ones. In playing active games in such an area, shins, noses, hands and feet have been cut or bruised by running into these posts. (Could be trees outdoors.)
Remedy: Try to get posts covered with padded canvas. If you don't see the room ahead of time, and find these posts uncovered, have three or four people stand around the posts while the game is going on.
3. **Broken Glasses.**
a) The group wanted to play Arches (the mixer in which several couples form arches and at a signal lower their arms to catch others passing through, who then form arches, until no one is left.) One man's glasses fell off and were broken as he bent to go under the arch.
Remedy: Always look around the group to see who're wearing glasses, and use those people to form the first arches.
b) A boy in a volleyball game took off his glasses, put them on the sideline—and the ball hit and broke them.
Remedy: Always warn players to put their glasses in the case, or give them to someone to hold.
c) A man in a grand march stuck his glasses in his breast-pocket. In bending over to go under an arch, the glasses dropped out of his pocket and were broken.
Remedy: Warn men to put glasses in case, and case in side coat pocket; women to put glasses in case in handbag—or give to a spectator to hold.
4. **Square Dance Slip-Up.** A girl sprained her ankle by slipping on the floor while square dancing.
Remedy: *Never* square dance or lead games on a waxed floor without precautions. If you can, make sure ahead of time that the floor is not waxed. If it has been waxed, make the group take off their shoes. Bare feet are even better than stocking feet.
5. **Break-Through Games.** In Red Rover, one team of young recreation leaders had been reduced to two players. They called the name of one of the opposing players; and that young girl came dashing across, eager to break through and win the game for her side. The two players holding hands had braced themselves so well that when the girl hit their arms they were thrown together, their heads hit, and they were both knocked unconscious.
Remedy: Make the rule that a team in such a game wins when the opposing team has been reduced to three or four players.
6. **Evade Ball.** (The game requiring three teams. The members of one team run in turn between the other two teams from a fixed line, up to and around some point, while the members of the other two teams attempt to throw a ball that will hit the runner before he gets back to his line for a point.) A player turned his head to see where the ball was, and consequently veered left, running headlong into the next player on his side who had started to run. Both players were knocked out.
Remedy: Draw a line across the starting line. Require the runner to stay to his own right in returning, and the team to stay right of this dividing line in starting.
7. **Chasing and Line Games.** In games like Snatch The Handkerchief and Slap Tag, the player often snatches or slaps and then attempts to run backwards. When tagged, he can fall backwards very easily and get hurt seriously.
Remedy: *Always* explain, demonstrate and require the player to approach *sideways,* so that one foot will be behind him to act as a pivot. The player can then turn and run forward. If he is tagged and should fall, a forward fall is not as dangerous as a backward fall—and there's much less chance of falling.
8. **Mousetrap.** (Mousetrap is an adaptation of Arches, used for small children. Those forming the arches are the traps; the others are the Mice. At the word "Snap!", those forming the arches try to catch the others in the trap.) Small children, in their excitement, tend to push those ahead of them in the line, sometimes causing a fall.
Remedy: Explain that every mouse has a tail. Each child joins his hands behind his back to form the tail. This prevents pushing and shoving.
9. **Microphones.** In playing games or dancing, players or dancers often stumble over the extension cords, sometimes falling or causing the mike to fall.
Remedy: Put the mike as near a wall as possible, and see that a row of chairs is set in front of it.

One Piece Billfold

MATERIALS

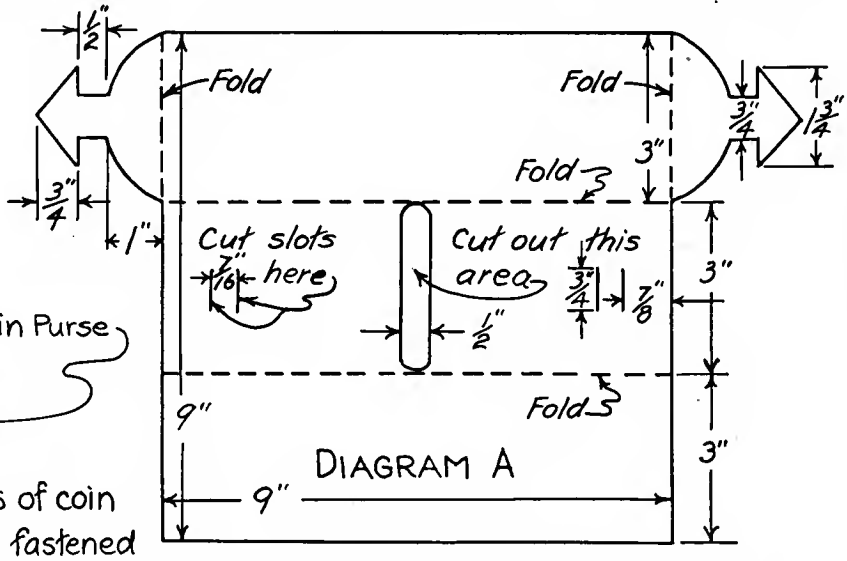
1. Leather – calf, steer hide, shoe leather
2. Scissors, Ruler, Razor Blade.

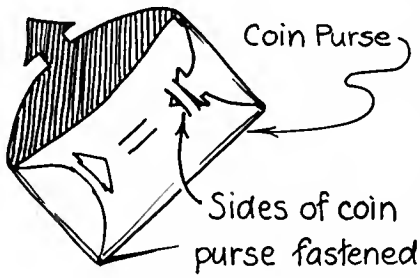
METHOD

1. Make cardboard pattern (see diagram A).
2. Trace pattern on leather and cut out.
3. Fold (see dotted lines on diagram A).
4. Fasten by putting arrow points thru slots.

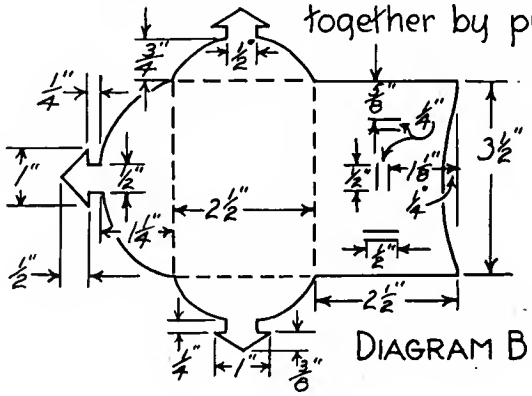
Note: If tooling leather is used design can be tooled on face of billfold.

Note: A coin purse can also be made. See diagram B.





together by putting arrow points through slots.



Note: A snap fastener can be used instead of the arrow point and slot fastener on the flap of the coin purse.

All slots should be cut with razor blade – edges cut with scissors.

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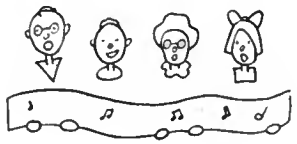
Singing Finale



A final feature was the appearance of a Hobo Rambler who happened to be passing by (he actually was groomed in advance for his task and was not personally acquainted with members of this particular group). His pleasant and soothing voice, with ukelele accompaniment, provided the group with refreshing song leadership. To the tunes of "We're On the Upward Trail" and "Goodnight Ladies," our Hobo Convention drew to a close until another year.

Two More Games

PENNY-PENDULUM RACE. Mark off a fifteen-foot straight course on the floor and provide a penny and a metal washer or bolt tied to a piece of string for each racer. Each player moves his penny forward along the course by hitting it with the bolt—which is manipulated by holding the end of the string and swinging it like a pendulum.

TIE AND NEEDLE QUICKIE. Neckties, needles and thread are the props for this game played with mixed couples. The man threads the needle while the woman ties the tie on him. First couple finished wins.

Part II of "Choral Speaking" will appear in next month's Recipes for Fun.

HOBO CONVENTION

LaVerne R. and Frederick M. Chapman

LET'S GO TO A HOBO CONVENTION! Have you been slumming or bumming lately! Do you remember the song, "Hallelujah, I'm A Bum?"

We sponsored a "convention of hoboes" which featured our friends and neighbors dressed like tramps. Each of the couples contributed a dollar to the "kitty" with proceeds going to our local church.

Invitations and Decorations

Invitations were roughly fashioned out of cut-out-newspaper letters pasted on postcards. Decorations for the hobo convention presented no problem as, once our large living room was cleared of all furnishings, various debris was strewn about the area. Spider webs made from strings of black crepe paper were affixed to the ceiling and walls with transparent tape. Signs depicting "City Dump," "No Loitering" and "No Trespassing" were interspersed between large pictures (obtained from old calendars), orange crates, brush, cornstalks and nail kegs. In keeping with the theme, tin cans served well as ash trays. Old rugs, carpets and newspapers presented acceptable substitutes for chairs.

Welcome

A flashing blue light, operated through a blinker switch, welcomed guests to the hobo jungle. As the twenty-four "bums" arrived, they were led to an appropriate corner of the dimly-lit room. Name tags, lettered with fluorescent paint, showed up brightly on the wall in the dark. Fun was hilariously shared in attempting to identify some of the neighborhood tramps as we pinned on the name tags.

Tramp-Trump

The next event, which followed the ceremony of turning on several dim lights, was Tramp-Trump, an adaptation, of the Biff-Bang game. The group sat in a circle. Whoever was "It" would point to a person and say "Tramp" or "Trump" with an ensuing reply being respectively the name of the person on the right or left according to which term was exclaimed.

Raisin Relay

When the conventioneers became better acquainted, Raisin Relays were held. Each name tag specified the bearer as being a member of either the Bedbugs, Cooties, Fleas or Roaches. Each team member individually raced to a line of four equal piles of raisins. Hoboes with the assistance of toothpicks in their mouths stabbed as many raisins at a time as possible and returned the fruit to the next one in line who then ate them. The team devouring their raisin piles first was the winner!

Identification Contest

A highlight of the evening was the Identification Contest. Each guest brought his baby picture which was in turn flashed on a screen. On scraps of paper, guesses were written as to whom the snapshots portrayed. The contest was climaxed by the pictures being again projected and identified by their owners. An appropriate novelty prize was given the winners for this event as well as for the other games.

Social Dancing and Mixers

All too often married couples, such as those who attended this convention, do not have an occasion to enjoy social dancing. Slow danceable pieces, pierced the jungle atmosphere from a phonograph hidden in an orange crate. The Broom Dance provided an unexpected change of partners. Whoever had one of the two brooms (our brooms had warped handles) soon pawned the unlucky pieces off on new recipients. After the couples had thorough opportunity to share new partners, balloons were distributed to the men; and they demonstrated their windy abilities by blowing them up. As the music commenced again, pins were given to the ladies. Echoing pops and bangs then rang from wall to wall in the room as couples glided about the dance floor. The elimination balloon dance soon halted with the winners the couple who had successfully defended their own balloon to the end.

Charades

A relaxing change in the tempo was a fling at the popular game of Charades. The Cooties, Bedbugs, Fleas and Roaches each acted out book titles, verses, songs or sayings. Of course it was fun to guess what the teams' dramatic efforts represented.

Costume Awards

Just prior to chow-time, the convention frivolity ceased with a solemn ceremony of awards for the most unique costumes. We selected, by popular vote, those who were to receive certificates for best hobo attire. These certificates were then inscribed with the best-dressed hoboes' names.

Refreshments

In addition to several shifts of popcorn serving throughout the convention's program, refreshment time proved to be a period of delight. Each couple received a brown bag of assorted sandwiches. Baked beans were also served in true hobo fashion, on pie tins. Coffee served in mugs and apples topped off the frugal yet typical hobo food. A closing treat was the discovery of a carton containing boxes of Crackerjack which served as a hand-out for members to

Ceramic crafts, as program activity or hobby, are popular with all ages and require careful handling.

Ceramics Hazards

Wm. Frederickson, Jr.

Good housekeeping principles and personal cleanliness, to protect health of participants, should be strictly observed.

A Word of Warning

THE popularity of ceramics as a recreational hobby craft has been increasing throughout the past few years. One of the newer aspects of this work is the process of firing a glaze on copper.

Recently the health department of the City of Los Angeles was requested to study recreational ceramics to determine whether there are any serious health hazards in connection with the handling of the material, firing, and other processes. For the benefit of all recreation workers, part of the analysis of this report, along with the recommendations, is quoted:

"Mainly low temperature fired glazes, below 2000 degrees F., are used in hobby work. These glazes are commercially prepared in an aqueous solution for direct application, for the most part. Low-fired glazes may contain leaded frits, which can, if used improperly, cause lead intoxication.

"We found that some of the students were surprised to learn that ceramic glazes represent a health hazard. This is significant, since many of the adult students are instructors for ceramic classes held in the various parks scattered throughout the city, and some of these classes, we understand, are held for young children.

"The two methods by which lead may enter the human body are ingestion and inhalation. Lead is usually ingested because of ignorance. All hobbyists should be warned that washing the hands of leaded materials before eating or smoking is important in preventing lead poisoning. Young children should be closely supervised to see that all contaminated articles are kept out of the mouth.

"Lead may be inhaled in two forms, an aqueous mist or leaded dust. In the first case we have heard that glazes can be sprayed on articles. All spraying should be done with adequate provisions for the control of generated mist, in order to prevent its entering the breathing zone of the hobbyist. A spray booth is the best device for such control.

"Glazes dry into dust which may be dispersed into the air by currents of air generated by atmospheric conditions or just plain foot traffic. For this reason, good housekeeping practices are a must. Equipment, floors, and table tops should be regularly cleaned by vacuum or wet methods.

"Two air samples were taken during kiln-firing of ceramic articles in the basement. We wanted to determine the amount of lead fume given off during the firing period, which takes up a full day. One sample was taken with all outside windows and the door leading into the room closed, and the other with all the doors and windows opened. Neither sample showed any significant quantities of lead.

"While making our survey we learned of a metal jewelry hobby in which glazes are applied to the finished copper metal articles. Low-fired glazes are also used here and the same precautions should be taken as were previously mentioned.

"Below in summarized form are the recommendations we believe will help make hobby ceramics a safer pastime:

Recommendations

1. Students should be informed about the toxicity of leaded compounds.
2. Students should be taught good housekeeping principles and the importance of personal cleanliness.
3. Young children should be closely supervised to prevent the chance of ingestion of leaded material from contaminated articles, food and hands.
4. All glaze spraying operations should be adequately controlled to prevent the inhalation of mist."

If we are not observing the recommendations made herein, and if any of the conditions obtain in our own operations, we should take steps to protect patrons or recreation workers against the hazards which are shown to exist in ceramic craft.

MR. WILLIAM FREDERICKSON, JR., *is the superintendent of recreation for the City of Los Angeles in California.*

Specification for Asphaltic Pavement on a PLAYGROUND

Thos. H. Jones

I SHALL NOT be so naive as to state emphatically that asphalt is the proper surfacing for all places for play. However, analysis of all the facts gathered to date by the surfacing committees of the American Institute of Park Executives and the National Recreation Association, on which I have served for four years, indicates that we should retain the asphalt bituminous surface as the standard for the general play area. Until a better and less expensive surface is produced, I, as a park and recreation area designer, shall continue to use and to recommend its use for multiple-use areas.

The problems involved in the use of asphalt, or any other type of pavement, for places to play require the services of a capable designer, one who knows how to plan a site for maximum use and who has a good working knowledge of the materials to be incorporated. Satisfactory surfaces can be achieved only by:

1. Good design and preparation of complete specifications.
2. Using the best products or materials available.
3. Retention of qualified technicians, skilled workmen, and the use of proper equipment.

A deficiency in any of these factors may result in seriously impaired usefulness of the surface or the need of costly repairs.

Asphaltic- or bituminous-surfaced pavements can be laid over bituminous base, water-bound base or concrete. The surface should be smooth, dense, impervious and fine grained, of a texture similar to sheet or hot-laid asphalt. The hot-laid kinds of the fine-aggregate type are standard and produced for highway pavements in most states and large cities. Good patented bituminous base course and surface materials, usually cold-laid, are available on the market, but we should take full advantage of the equals which are generally manufactured or mixed locally. The specifications for an asphalt or bituminous surfacing should be prepared with full knowledge of the surfacing laid on local traffic pavements, that is, of the kinds which local pavement constructors are equipped to lay and for which aggregate is available. The specifications for the complete pavement may often be simplified and costs reduced by reference to city, county, or state highway department specifications. Most paving contractors prefer to bid on state specifications but these should be examined carefully and all requirements be eliminated that are not entirely practicable in their application to the specific project.

The design of the pavement depends upon the use it is to serve and the nature of the soil upon which it is to be constructed. On porous soils the over-all thickness of the pavement can be a specified minimum; but on heavy plastic clay soils the pavement thickness must be increased. Sub-soil drainage is extremely important and should be provided unless the sub-soil is porous and not subject to rising or lateral water movement. Surface drainage is also important and longitudinal slopes under two per cent on asphalt will develop surface water pockets. In large paved and extremely flat areas, drain inlets and catch basins with adequate outlets must be installed and placed so as not to interfere with the designed use of the play areas. All asphalt play areas should be confined within curbed (flush or raised) edgings.

I have been asked to prepare a typical specification for an "asphaltic pavement for a playground." Frankly, I wonder if it is wise to prepare such a document, for no two sites are similar, and conditions vary greatly. Technical information in the hands of a neophyte can be dangerous and can cause the preparing agent considerable grief. In the face of these apprehensions I shall outline a specification for an *asphalt playground pavement laid over a waterbound base* as diagramatically shown on *Plate A*, but admonish the user that the text and sketch are for guide purpose only

MR. JONES *is commissioner of Division of Design and Construction, Department of Public Properties, Cleveland.*

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If you are a neophyte, by all means retain a consultant or a designer for your project drawings and contract specifications.

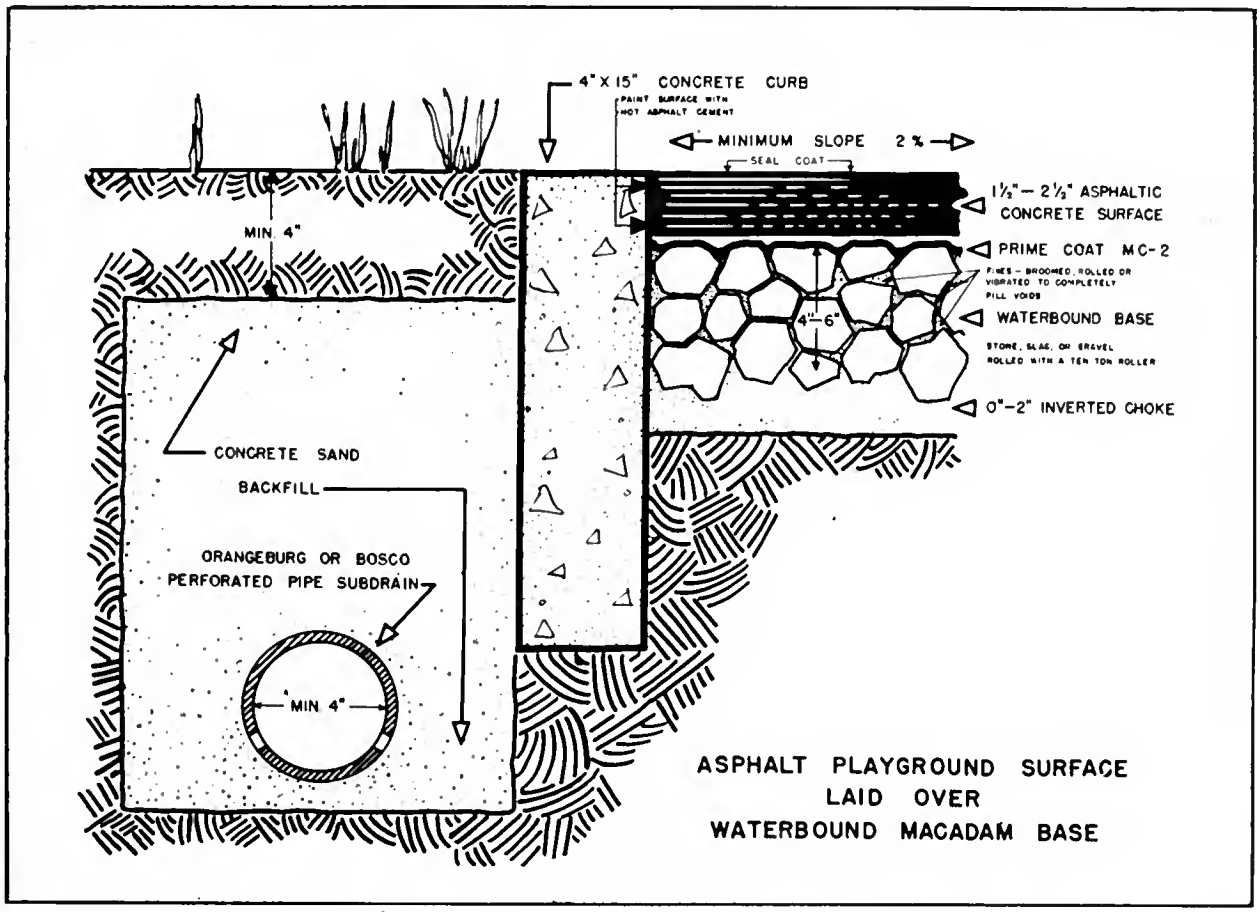
Inverted Choke

Under average soil conditions the completed playground pavement should be not less than six inches in thickness and preferably seven inches. The bottom course or first layer to be installed over the prepared subgrade should be a fine aggregate insulation course or inverted choke of granulated stone material, sometimes referred to as screenings, one to two inches in uniform compacted thickness. The fine aggregate should be composed of limestone, air cooled blast furnace slag, crushed gravel screenings, or grade B water granulated blast furnace slag, graded so that 100 per cent passes a standard ½-inch sieve, 90 to 100 per cent passes a ⅜-inch sieve and 10 to 30 per cent passes the No. 100 sieve. The aggregate for this base course should be spread upon the prepared subgrade to such depth that after compaction it will be of the form and dimensions shown on the project plans. The placement of the inverted choke gives added assurance that the bottom voids in the heavier stone aggregate to be added above will be filled. After spreading, the material should, if necessary, be watered sufficiently to secure satisfactory compaction—accomplished by means of a three-wheeled general purpose roller or tandem roller weighing not less than five tons nor more than ten tons. Places inaccessible to the power roller should be thoroughly compacted with hand or other acceptable tampers. This and subsequent courses should not be rolled when the subgrade is soft, or when the rolling causes a wave-like motion in the course.

Foundation Course

Over the inverted choke course or subgrade there should be placed a foundation course, for the surface course, of crushed limestone or slag and screenings, or gravel of coarse and fine grade. The coarse limestone or slag aggregate should be No. 12 size or No. 2 size of the U. S. Standard Sieve Series ranging in size: (No. 12) from 3½ inches to 1½ inches; or (No. 2) from 2½ inches to 1½ inches in size. The fine aggregate to be used as filler should consist of screenings ranging in size from ½ inch down, with 10 to 30 per cent passing the No. 100 mesh sieve. If the coarse aggregate is gravel, it should range in size from 1½ inches down with a maximum of 75 per cent passing through a ¼-inch sieve, from 10 to 20 per cent through the No. 100 mesh sieve, and not over 8 per cent through the No. 200 mesh sieve.

The water-bound macadam base course should be four inches in depth after compaction to the lines and grades shown on the plans. The aggregate should be uniformly spread by acceptable methods to the loose stone depth requirements, and then compacted with three-wheeled general purpose rollers or three-wheeled finishing rollers weighing not less than ten tons. This unfilled aggregate course of limestone or slag should be rolled only sufficiently to obtain maximum keying. Each one thousand square yards of this


4" X 15" CONCRETE CURB
PAINT SURFACE WITH HOT ASPHALT CEMENT
MINIMUM SLOPE 2 %
SEAL COAT
1½"– 2½" ASPHALTIC CONCRETE SURFACE
PRIME COAT MC-2
FINES – BROOMED, ROLLED OR VIBRATED TO COMPLETELY FILL VOIDS
WATERBOUND BASE
STONE, SLAG, OR GRAVEL ROLLED WITH A TEN TON ROLLER
4"–6"
0"–2" INVERTED CHOKE
MIN. 4"
CONCRETE SAND BACKFILL
ORANGEBURG OR BOSCO PERFORATED PIPE SUBDRAIN
MIN. 4"
ASPHALT PLAYGROUND SURFACE LAID OVER WATERBOUND MACADAM BASE

compacted course should receive not less than twelve hours of actual rolling time.

After the limestone or slag aggregate has been given the initial keying, the fine aggregate or screenings should be applied gradually over the surface, during the filling process of rolling or vibrating, in such an amount as will completely fill the interstices. The screenings should not be dumped in piles on the surface of the aggregate, but should be spread by approved mechanical spreaders or applied gradually over the surface with a spreading motion of a square point shovel and swept into the course in such an amount as will completely fill all voids.

The finishing can be effected with a roller or vibratory unit, equipped with a broom of an approved type, while the screenings are being spread, so that a jarring effect will aid them in settling to the bottom. If the screenings are in a wet or damp condition they should not be rolled, vibrated or broomed until the surface of the particles has dried off. The spreading and rolling should be prosecuted in sections not to exceed in area that which can be filled and rolled within one day's operations, and should continue until no more screenings will go in dry. If rainfall appears likely, the area should be lessened to that which can be filled and rolled prior to the rain. No excess of screenings should be used before applying water.

Immediately after the voids of a section have been filled with screenings, the macadam should be sprinkled until saturated, the sprinkler being followed by the roller. More screenings should be added if necessary. The sprinkling, sweeping and rolling should continue until a grout has been formed of the screenings and water that will fill all voids and will form a wave of grout before the wheels of the roller. The macadam should be puddled as many times as may be necessary to secure satisfactory results. When a section has been thoroughly filled and grouted, such section should be left to dry out. The finished surface of the course should conform so nearly to that indicated on the project plans that it will nowhere vary more than half an inch from a ten foot straight edge applied to the surface.

The surface of the base course should be maintained in its finished condition until the surface course or pavement is placed on it. During the construction of the base course, when the temperature is below 40° F., the surface of the course should be protected against freezing—for a period of twenty-four hours after the water binding has been completed—by a sufficient covering of straw or other approved method.

When the stone, slag or gravel water-bound macadam base course has been completed, it should be thoroughly swept until the embedded aggregate composing the macadam is exposed but not dislodged, and this surface or portions to be primed must be thoroughly dry. For surface areas under five thousand square yards, mechanical cleaning or sweeping equipment need not be required but may be performed with scrapers, shovels, and hand brooms.

Prime Coat

After the surface has been thoroughly cleaned, and when in a warm dry condition, a prime coat of medium curing liquid asphalt of MC-2, having a penetration at 25° C. of 100-200, should be applied in one or more uniform applications by means of heating and distributing equipment at the rate of two-tenths gallons per square yard. The Farenheit temperature of the bituminous material at the time of application should be within the limits of a minimum 125° F. and maximum 225° F. The bituminous material should be heated to application temperature by means of a tank car heater or booster, and should not be heated with free steam. No bituminous material should be applied when the temperature of the atmosphere is below 50° F., nor when the air temperature within the preceding twenty-four hours has been below 40° F. or lower.

The surfaces of all structures or adjacent construction to the surface area to be prime coated should be protected by a satisfactory method or device to prevent their being marred or defaced during application of the prime coat. When necessary to prevent tracking or picking up of the bituminous material, a sand cover of two to five pounds per square yard should be applied immediately after the prime coat.

COMPOSITION—TYPE "C" WEARING COURSE
"FINE TEXTURE"

PASSING SIEVE	RETAINED ON SIEVE	PERCENT	
		MINIMUM	MAXIMUM
3/8 INCH	1/4 INCH	0	5
1/4 INCH	NUMBER 4	20	40
NUMBER 4	NUMBER 6	0	30
NUMRER 6	NUMBER 8	0	10
NUMBER 8	NUMBER 16	5	20
NUMBER 16	NUMBER 50	8	30
NUMBER 50	NUMBER 100	1	15
NUMBER 100	NUMBER 200	1	7
NUMBER 200		0	5
BITUMEN		7	10
TOTAL RETAINED ON NUMBER 6		45	55

Wearing Course

We now come to the "wearing course" and, in Cleveland, we prefer the use of a hot-mixed, hot-laid asphaltic concrete, known as State of Ohio, Department of Highways, Specification T-50, Type C (Fine Texture). This course is constructed on the prepared base, in accordance with these specifications and in conformity with the lines, grades, designed thickness and typical cross sections shown on the project plans. We standardize in the construction of this final or wearing course, and it is spread as a 1½-inch-thick course.

At this point I shall generalize since the detailed specifications for the construction methods in the preparation of hot-mixed, hot-laid asphaltic concrete are lengthy and cover: the batch or mixing plant; the field laboratory; the preparation of aggregates; the preparation of the asphalt cement; the preparation of mixtures and temperature control; cleaning of base; forms and supports for spreading; transportation and spreading of mixtures; spreading and finishing; transverse joints; gutter seal; small tools and portable equipment; surface tolerances; protection of wearing course; and requirements for smoothness. Again, one should follow the local highway specifications for the equal of the State of Ohio, Department of Highways, T-50

(Bureau of Public Roads—Class I), Type "C" Wearing Course (Fine Texture).

In general the asphaltic concrete used for the wearing surface course should consist of an intimate mixture of coarse and fine mineral aggregate and asphaltic cement incorporated together by the hot-mix method. The asphaltic cement should have a penetration at 25° C. of 70 to 80 for either asphalt produced by distilling and refining of petroleum or that produced by refined and fluxed Trinidad Lake asphalt. The asphalt cement should be free from coal tar pitch or any of its derivatives. It should be homogeneous and free from water. The composition by weight of the mix should be within the range limits indicated in *Plate B*.

To maintain sufficient film thickness, to secure the maximum per cent of asphalt that the grading of the aggregate will carry, to insure that the asphalt is not overheated (no asphalt should be used while "foaming"), and to provide a mixture which may be satisfactorily spread and finished, the contractor should adjust the temperatures of hot-mixed asphalt concrete mixtures within reasonable and workable limits below 325° F. In fact, all asphalt cement heated beyond 375° F. at the plant before mixing or heated beyond 325° F. during the mixing should be rejected.

The asphaltic cement mixture should not be placed nor spread when the prepared base course is unduly wet or when weather conditions prevent proper spreading, finishing or compaction. As a rule of thumb, no asphaltic concrete should be placed between October 31 and May 15 or in temperatures below 50° F. Immediately prior to the placing of the surface mixture, the base should be thoroughly cleaned of all soil or loose and foreign materials.

Adjacent abutting vertical construction, such as buildings, walls or curbs, should be thoroughly painted with hot asphalt cement or asphalt emulsion to a greater depth than the thickness of the surface or wearing course. Care must be exercised so as not to stain adjacent surfaces above the pavement.

The asphaltic concrete should be spread and finished by means of mechanical self-powered pavers, approved spreaders, or acceptable hand methods. Areas inaccessible to standard rolling equipment or which cannot be properly compacted with standard rolling equipment should be thoroughly compacted by the use of tamps meeting the approval of those in charge. Longitudinal and transverse joints should be made in a careful manner. Well bonded and sealed joints are required, and all joints should be painted with the same hot asphalt cement contained in the mixture before placing adjacent asphaltic concrete.

Care should be exercised by the contractor to secure a true and uniform alignment and grade along outside edges of the pavement. If necessary, to secure such results, wood or steel forms should be provided and firmly staked in place.

The wearing course should be finished one-half inch above the top of adjacent flush construction, forms or curbs in order that proper compaction can be obtained.

After spreading, the mixture should be thoroughly and uniformly compacted by rolling when the material has the proper temperature for rolling and when the rolling does not cause undue displacement or checking. The required rolling should be completed with tandem rollers weighing from five to ten tons while the material is at a temperature at which the proper compaction can be secured. To prevent adhesion of asphalt, the rolls should be kept moist, but an excess of water must not be used. In areas adjacent to buildings, equipment or other places inaccessible to a roller, the required compression should be secured with hot hand-tamps.

Should any depressions remain after the final compaction has been obtained, the surface course mixture should be removed to such extent as directed and satisfactorily replaced by new material, or the low area may be reheated with a surface heater and new materials added in sufficient amount to form a true and even surface.

All high spots or high joints slightly exceeding the requirements for smoothness should be removed by the use of such power driven surface grinders as do not tear or crack the aggregate in the composition or otherwise damage the finished product.

The correction or adjustment of surface irregularities are understood to be only for isolated or occasional unavoidable cases and any equipment or method of placing, finishing or compacting the mixture that causes such irregularities should be discarded or corrected at once. All pavement areas showing excessive irregularities should be removed and replaced.

The finished wearing course should not vary more than one-quarter inch from a templet cut to the cross section of the course and as applied parallel to the centerline or water flow line of the pavement. Any irregularity of the surface exceeding the above limits should be corrected. Such portions of the completed pavement as are defective in surface compression or composition, or that do not comply with the requirements of the specifications, should be taken up, removed and replaced with suitable material and properly laid in accordance with the specifications at the expense of the contractor.

After the completion of the wearing course, no traffic should be permitted on any portion of the completed hot-mixed asphaltic concrete pavement until it has cooled sufficiently, and in no case in less than six hours.

Seal Coat

After the wearing course has been complete as above described, experience has proved that it is advisable to seal coat the surface after all the fencing and equipment has been installed and before game lines are painted on the pavement. The seal coating of an asphaltic playground pavement is a must in order to protect against accelerated deterioration. The playground surface, unlike a street pavement, gets little or no rolling traffic (kneading action) to keep the pavement sealed and alive. It is also an established fact that asphaltic paving materials are subject to accelerated deterioration: from exposure to sunlight (actinic rays of the sun) in combination with the lack of surface annealing forces; from water which is absorbed in the pores of the pavement and in the hair line cracks which develop during both the rolling

and the aging of the pavement; from maintenance vehicle oil and gasoline drippings; and from various acids including lactic acid. These deteriorating factors are present in varying degrees on every playground surface and can lead to serious maintenance problems and, whether large or small, can be continuous and expensive. To make absolute provision against accelerated deterioration of the asphaltic wearing surface, it is recommended that a water emulsion seal coat of coal tar pitch, such as Jennite "J-16," be applied to the surface.

A high-grade water emulsion seal coat of coal tar pitch of proven durability and experience record will double the life of the asphaltic playground surface, as it seals in the volatile materials and makes the pavement impervious to water. It also provides a tough and durable wearing surface, greatly reduces the abrasive condition of the typical weathered asphaltic surface, and gives a uniform black satiny finish to the finished playground pavement. Asphalt surfaces after a few months of use are naturally of a gray color.

Several types of seal coat materials are available. Standard liquid asphalt, which is used as a binder in the asphaltic pavement, has some waterproofing value but is of short life because of oxidation and its failure to counteract solvents. The material is slow in curing, tacky and must be sanded if used. There are synthetic resins which are unaffected, coal tar pitch dispersions of inflammable nature which have not fully proven to be irreversible, and then the best, the water emulsion coal tar pitches of an irreversible nature.

The water emulsion seal coat product as used by the City of Cleveland on its park, zoo, airport and recreation area asphaltic pavement surfaces is in our opinion a proven product. When properly applied according to the manufacturer's specifications, it assures an impervious and solvent-resistent surface, has no flow point at any temperature (does not get sticky when warm, nor crack when cold), assures the use of pavement within twelve to twenty-four hours, is easy to apply, requires no heating (it is applied cold just as it comes from the package), is non-inflamable and can therefore be safely stored as a maintenance item, can be brushed, sprayed or squeegeed with inexpensive equipment, and can be applied with regular maintenance crews. It can be specified as follows:

The asphaltic pavement area should be swept thoroughly by hand or power broom, then flushed with clean water to remove all small particles of imbedded foreign matter. Accumulations of oil or grease should be scraped off the pavement; then this section should be cleaned with a strong caustic solution, the residue of which should be thoroughly flushed away with clean water before application of the seal coat. Areas that are cleaned should be seal coated the same day; otherwise it will be necessary to clean the same area the following day before applying the seal coat material.

Concrete surfaces or other structures should be protected by satisfactory methods or devices to prevent their being marred or stained during the application of the seal coat. The contractor should clean off any seal coat from above grade surfaces or structures so defaced.

The seal coat material should be a water emulsion coal ta pitch, Jennite "J-16," or approved equal with a field per formance record of a minimum of five years. The bidde must: (1) state the brand name of the seal coat produc he intends to use, along with a statement that the produc meets all provisions of the material specifications; (2) th product's square yard coverage in gallons for a two-coa application; and (3) submit an affidavit regarding fiel performance of the product, giving name and location o previous job or jobs, the date installed and such othe pertinent information as may be required.

The seal coat material should be thoroughly agitated i its container as received, preferably by power mixer or wit mortar hoe, or as prescribed by the manufacturer, so tha homogeneous consistency of all seal coat in the containe is assured for proper application. No adulterants of an nature should be added nor should the product be heate before application.

On the prepared surface the seal coat should be applied a per the manufacturer's prescribed recommendations. Tw uniform coatings of the seal coat should be applied at total thickness as prescribed for the manufacturer's produc or equivalent to that provided by two gallons of "J-16 per one hundred square feet or .18 gallons per square yar After the first coat has set, the second uniform applicatio of the seal coat should be applied *cross-wise* to the first a plication.

Generally, applications may be made by long handle twenty-four-inch medium-soft rubber squeegee or lon handled twenty-four-inch nylon brushes. Allow the seal co to cure at least twelve hours before opening pavement t playground use.

The seal coat should not be applied when weather is fogg or rainy (ideal relative humidity is 55 per cent) or whe atmospheric temperature is below 45° F. (ideal atmospher temperature is 77° F.) or as prescribed by the manufacture

Conclusion

In conclusion, it must be emphatically pointed out th roads and vehicular pavements, because of the consta traffic rolling over the surfaces, keep the pavement seale and resilient. The constant rolling pressure of tires h a kneading action on the asphaltic material which beneficial. Without question the more rolling action an a phaltic concrete pavement receives, the better the surfa and life of the pavement; conversely, the less traffic the pav ment receives, the more it needs seal coating and compactin Through trial and error, which adds up to experience, we Cleveland have decided that our highly satisfactory asphalt playground surfaces should be rolled with a three- to fiv ton roller at least once each season after the pavement h been thoroughly heated by the summer sun and during th hot spells.

I again admonish the user that this text and sketch a for guide purpose only. If you are a neophyte, by all mea retain a qualified consultant or designer for your proje drawings and contract specifications for all phases in th development of places to play.

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Legal Provisions

The California State Department of Education, through its Department of Health Education, Physical Education and Recreation, has issued a comprehensive bulletin entitled "Joint Contractual Agreements for Recreation." It includes legal provisions authorizing such arrangements and samples of agreements now in effect in a large number of California cities and counties. The need for joint planning is indicated as follows:

Increased cost of land and developmental sites, buildings and facilities, and personnel and leadership in recent years demand strict and careful conservation of the taxpayer's dollar. While it is true that various governing bodies must plan and construct certain facilities peculiar only to their own use, it is also very true that a great number of the proposed items suggested above could never be provided by a single agency or governing body. Even if provision for some of these facilities and programs is undertaken by a single governing body, the very limited available funds might inhibit or restrict their construction or development, thus only temporarily providing services or facilities which may be deemed totally inadequate to meet the community needs of the future. The smaller the community the more apparent it becomes to make every effort to approach and attempt to solve community problems with this point of view. Since various agencies and governing bodies have primary responsibility to certain segments of the citizenry, at least at certain times, development of programs and facilities by single agencies often tends to make only partial or part-time use and consequent waste of potentially useful assets to the community.

In the development of a total community recreation program, every possible means of support and finance should be enlisted for the common good. Recreation and community services are a responsibility of a varied group of agencies and governing bodies. The modern community-school is an indispensible segment of this solution to community problems. Notable in California have been recent trends toward joint planning and development of sites for school playground use and instruction, as well as adjoining city development of park and recreational sites. This alleviates the necessity of either providing larger acreage and facilities, to the end that both may be used for the year-round maximum service to young and old of the area. Very noteworthy also is the trend for city government to join with school districts in the construction of adequate swimming pool facilities, to the end that priorities of instruction, water safety, and recreation may not be displaced by overbalance of facilities for only the highly skilled. Since schools need to provide instruction to all students at both elementary and secondary levels, as well as to provide for recreation and competition at the secondary level, for all but the summer months, and since school districts already have maintenance and sanitation staffs available for proper care of swimming pools, it would be advisable to place new swimming pools on school property. With joint planning and financing it is then possible for the other recreation agencies to utilize this more adequate facility for night, holiday, weekend and summer use to insure maximum value to the community.

Noteworthy also is the trend to build school facilities to include features for social recreation such as kitchenettes, recreation rooms, multi-purpose and combination facilities for cafeteria, auditorium, library, and physical education. These features are thus readily available, through joint agreement, to other community agencies charged with responsibility to youth and adults. Provision of outside access to rest rooms and toilets, showers and dressing rooms has reduced the necessity of building separate units at greater public expense.

California has been keeping pace with the rest of the nation, if not actually affording leadership, in this noteworthy development. Leadership of all community and area governing bodies in the future should carefully examine every possible opportunity for joint planning, to the end that needs of citizens of all ages will be served in the most economical way possible.

Build NEW Leadership

James D. Gordon

On many occasions public recreational agencies moan under the burden of increasing the scope of their program and serving more people with no appreciable increase in the budget for additional leadership. Mention volunteers and the executive and his assistants sigh "not dependable," "not worth the trouble," or other such statements to this point. Too often municipal departments miss out in an area of cooperation with local colleges, whereby the students in the various departments can render community service, gain valuable experience working with groups, and receive full or partial credit.

This article deals with supervision of students from Morgan State College in Baltimore under just such an arrangement. All of these students are in the department of education of the school, which is committed "to the task of training students who intend to become secondary school teachers." This phase of the work (laboratory experience) is designated as community participation, and is part of Education 202. Each student is required to complete twenty-five hours as a minimum, almost assuring regular attendance. This gave us 250 hours of additional leadership one semester and 285 the next. Right away you can realize how this relieves the regular staff to tackle difficult problems, explore new program facets, and to provide the intense program of community recreation needed in an area of this type.

Students are referred from the school to the senior supervisor who in turn makes assignments to the various centers based on residence, listed skills, and major field of study. This first step insures, to a degree, convenience and maximum utilization of the student. At this point the center directors enter the picture in the role of "field supervisors" to arrange interviews with the students assigned to their respective centers.

Primarily, supervision must be an educative relationship, and the quality of the relationship and the tone is set during the initial interview with the student. He must be made to feel at ease. This sometimes taxes the supervisor's or center director's interviewing skill, yet its importance is worth the time and effort. Among other things, the first contact should bring out the student's recreational interests and something of his background.

After the interview we find it best to have a field-work orientation period in the center where the student will work. As there are normally seven to ten students, we use the group basis and try to do it in one session. The orientation period covers: facts about the community, function of the agency, where to find supplies and other equipment, the role of the student leader, and methods of supervision and evaluation. Last and probably most important is the question and answer period during which the staff attempts to answer any of the students' questions. We also use this period to introduce the paid staff to the students, each of the former taking a topic for discussion.

At the orientation session two important things are given the student: an advisor from the center staff who becomes his pillar of inspiration and personal guide, and a folder which becomes his log book and road map. This folder actually is a major tool of supervision when properly used, for the student can review his work and plan his course of action; and the supervisor follows the student by reading it weekly and sometimes making notes and suggestions in it. We do not expect the student to keep narrative records for case or group work interpretation, but we ask them to record:

Date: .....Hours: .....Activity: .....
What Happened (brief): .....
Behavior Problem: Who?.....What?.....Possible Why?.....
Plans for next session:.....Materials needed:.....

In a small measure this helps them to plan ahead and to understand what they are doing. Credit is allowed for time spent in report writing. This folder also serves as a basis for supervisory conferences with the student.

Other methods used in field supervision of these students:

1. Two group seminars a semester.
2. Periodic observation of the student's work.

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3. Monthly conference with the student.
4. Mid-semester evaluation.
5. Assisting the student in planning or conducting activities.

Throughout the semester close contact and cooperation is maintained between the college instructors and the field supervisor, through visits by the instructor. On one occasion the class instructor was recruited into a paper-craft project for St. Patrick's Day by a student he was supposed to be observing.

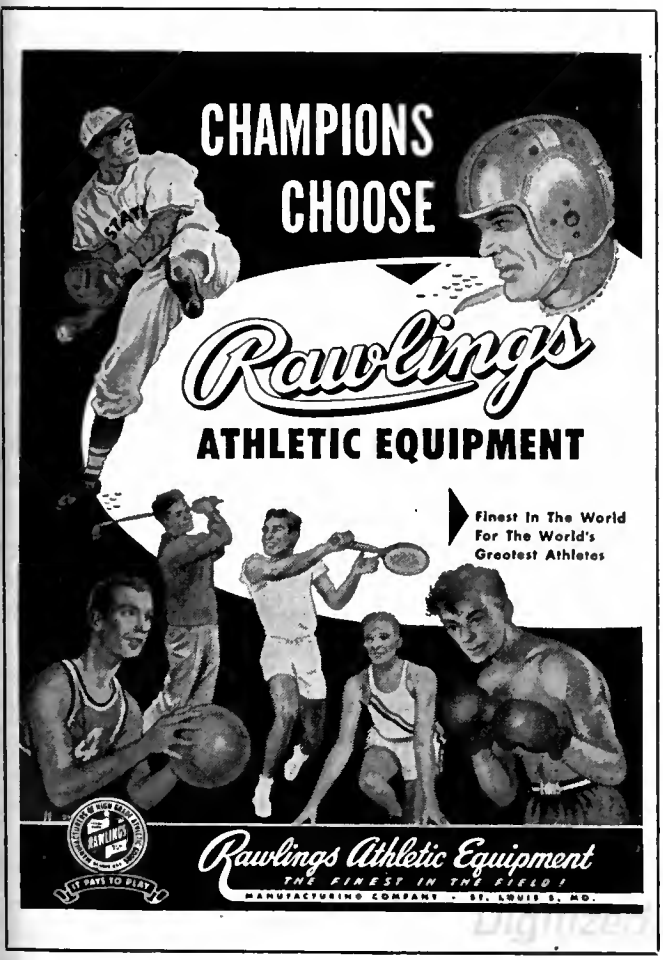
At the end of the semester the student reviews his "all important" folder, summarizes it (preferably on one page) and leaves his suggestions for improving our service. After this, field supervisor and student sit down for the final evaluation using the field report form designed by the school. This form is returned to the school, and it covers attendance, growth and development, inadequacies and strengths, student's attitudes and so on. Space is also allowed for grades and additional remarks.

Yes, we have had a great deal of success in using students as part of their course of study, but we feel it was due to five time-consuming items:

1. Careful interviewing and assignment.
2. A planned orientation.
3. Close cooperation between school and agency.
4. Supervision with emphasis on *vision* not *super*.
5. Harmonious relationship between paid staff and student leaders.

To the degree that you eliminate one of the items you decrease the value of the program to the school, the agency, and the student. You see this is a two-way street and as the students and the school give so must the recreation agency. In other words, the success of community participation depends on the field supervisor first, then the cooperation between school and agency. You can understand how this works when you realize how important supervision is when viewed as an educational process; and the agency joins hands with the school to help the individual student.

The agency must provide opportunities for the student to work with young people, it must provide continuous professional supervision, it should give the student a chance to plan, counsel, lead and, possibly, handle the disciplinary problems. Last and most important, the agency should plan a program designed to give the teacher-to-be a practical knowledge of group processes. When these agency responsibilities are well met, our children will have better teachers tomorrow, the teachers of the future will have a new view of public recreation, less hostility, and the center patrons of today will get a better program.



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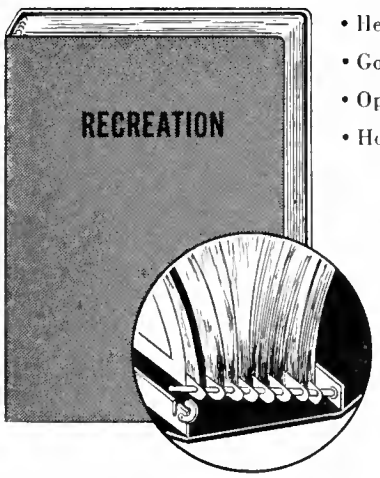

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PERSONNEL

Orientation as a Phase of In-Service Training

Stephen H. Mahone

There are but few individuals, if any, who would question the timeliness of the efforts which are being made to upgrade the recreation profession. Nor is there question but that the emphasis which is being placed on the training of the recreation worker is a major step toward the attainment of this objective. The studies and reports of national committees, the contributions of colleges and universities, the recommendations of professional organizations and, most potent of all, the combined efforts of all these groups, will tend toward the production of personnel who will improve the stature and influence of our profession.

In the field of training, particularly in the area of in-service training, there is a phase which frequently is either overlooked or given but minor or casual attention. This is the need for a thorough grounding of the individual worker in the basic knowledge of his position, or what we commonly call his orientation to his work. This idea is a result of a long experience as a recreation executive, and the conclusions which have been arrived at are from observations made during that time.

Proper orientation is a basic requisite for the recreation worker. It equips him with the knowledge and background which are essential to his own development, and it enhances his value to the organization of which he is a part. It bridges the span between the preparatory or pre-service training and in-service training which are necessary for his efficiency. It provides the tie which unites the members of the staff in a team effort toward the attainment of the desired goals.

The following brief outline is indicative of the information with which the new employee should be "indoctrinated."

The Background. We make a distinction here between the background of the recreation movement in general (history, development, philosophy), which it is assumed has been a part of the worker's preliminary training, and the local or particular background which pertains to the position he has assumed. It is quite important that he should know the circumstances and conditions which affected the organization of the department and the successive steps which have been taken in its development. He should be familiar, too, with the difficulties and obstacles which have been encountered in bringing the organization to its present status. This knowledge will serve to guide him as he progresses in his field of activity.

The Set-Up or Organization. Beginning with the legal procedure which brought the department into being, the new employee should be educated in the authoritative structure of the unit o which he is becoming a part. He shoul be familiar with the local ordinances a fecting the department, and he shoul have its organizational make-up def nitely charted for him. He should hav a clear picture of the priority of the re spective phases in the structure, an should be aware of the powers, duties and limitations of each. Manifestly, th acquisition of this fundamental know edge should serve the individua throughout his tenure in the organiza tion, not only at his initial level but i whatever position he may be place later.

The Legal Aspects. Under this heading we refer to the need of familiarity wit both the legal background and the le gal procedure which affect the routin of the worker's position. He should b made aware of the limitations whic are placed on the department's autho ity as well as what powers are given i under the state, city, or town ordi nances. He should be made aware of th instances in which the legal authorit must be secured prior to inauguratin certain propositions and programs. H should have knowledge of the legal in formation affecting his position, re garding: the right to use public mone for individual prizes; the right t charge fees for certain activities; th right to conduct programs on privat areas; under what conditions recrea tional activities can be conducted o areas and facilities of other public de partments; the circumstances unde

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which the recreation worker can involve his department in liability or litigation.

The Standards and Objectives. While the underlying theory and philosophy of recreation may be quite uniform, it is, nevertheless, true that the operation of the program may be motivated by varied standards. If the standards set up by the local recreation authority are at variance with those of staff members, a conflict will become evident in the results obtained. Thus it is essential that the ideals and standards be uniformly adopted by the personnel of the organization. In like manner, the objectives which are sought in recreation may vary. Development of skills, wholesome use of leisure, character training, social and civic objectives, development of leadership—these are some of the goals toward which recreation administrators direct their efforts. Toward which objectives the emphasis is beamed will determine both the policy and method.

On-the-Job Procedure. Under this caption, reference is made to the knowledge which is essential to the team work required for successful administration of the program. The procedure to be followed in the matter of relations with the public is an example of this. The proper channel of publicity is another example. The proper procedure for handling disciplinary cases; the treatment of accidents; the requisitioning of supplies and equipment—these are further illustrations of the need for uniformity among the individuals on the recreation staff.

Added to these requirements should be a definite grounding in the more personal qualities expected to be found in the individual employee. His relations with fellow employees and with the patrons of the program, the responsibilities he is expected to assume, the initiative which he should demonstrate, and the loyalty to the organization he serves are illustrations of the qualities desired.

Orientation of the recreation worker in the basic objectives, requirements, and procedures involved in his position is not merely a desirable undertaking—it is a policy which pays dividends in producing more efficient employees and more effective administration.

Job Opportunities

• The Baltimore, Maryland, Civil Service Commission is recruiting applicants for a series of examinations for positions in the recreation field: director of community center —$3675-4275; principal recreation leader—$3360-3960; senior recreation leader—$2995-3495; junior recreation leader—$2415-2815. Applications will be accepted from persons who will meet the educational requirements by June 30, 1954. Arrangements will be made to have the examinations administered outside of Baltimore if applicant so requests. Application and full information may be obtained by contacting Mr. Thomas J. Murphy, Secretary, Civil Service Commission, City Hall, Baltimore 2, Maryland.

• The Detroit, Michigan, Civil Service Commission, 735 Randolph Street, is announcing an open-competitive examination for the positions of recreation instructor and junior recreation instructor, to be given on a continuing basis until further notice. There are no residence requirements. Salary range for recreation instructor is $4455 to $4910; and for junior recreation instructor it is $4151 to $4332. Additional information and application may be obtained by contacting the commission.

• The Wayne County Civil Service Commission, 2200 Cadillac Tower, Detroit, Michigan, is announcing an examination, to be given on a continuing basis until further notice, for recreational therapists at Wayne County General Hospital and Infirmary. Salary range is $4177 to $4297. Additional information and application can be obtained by contacting the commission.

• An opportunity is open for a qualified individual—recreation or physical education major preferred—to have charge of a newly organized recreational therapy program in a 1,600 bed state hospital. Starting salary is $3587.52, with a maximum of $4363.20. Write to Personnel Officer, Caro State Hospital for Epileptics, Caro, Michigan.

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People and Events

Honored

Leon C. Wheeler, executive secretary of Townsend Community Center in Richmond, Indiana, was given a testimonial dinner in Detroit recently.

Mr. Wheeler, who was the first Negro playground supervisor appointed by the Detroit department, directed Brewster Recreation Center there for sixteen years and retired from that post eight years ago. However, time and absence were not enough, in this case, to sever the affection and gratitude felt by the civic leaders of Detroit, and by the men who, as boys, were encouraged and inspired by Leon Wheeler to pursue professional, athletic, or artistic interests. Among the athletic greats once coached by him are Eddie Tolan, Joe Louis, Sugar Ray Robinson, Jesse Owens, and others, many of whom attended the banquet.

About a year after he left Detroit, he accepted the Brewster job in Richmond, choosing the most difficult of the five places suggested by the National Recreation Association because he felt that there he could "accomplish more." Since he has been in Richmond, he has helped organize the city-wide Human Relations Council and the United Organizations Council, has served as a member of the City Planning Committee, as vice-chairman of the Council of Social Agencies, chairman of the city-wide Recreation Committee, member of the board of directors of the Tuberculosis Association, member of the Governor's Committee on Youth and member of the Friends Service Job Opportunity Committee.

John Glover, chairman of the banquet, said, "Seldom does anyone in social work ever have a chance to evaluate the results. Leon Wheeler is one of the few and he should be proud of what he has accomplished. We're mighty proud of him."

* * * *

Harold S. Morgan, director of municipal athletics in the Milwaukee department of recreation since 1923, has won the twenty-second annual Distinguished Service Award of the Milwaukee Cosmopolitan Club.

According to Dr. Fred Milke, club president, "The award is given annually to an outstanding citizen of Milwaukee County, who has performed service of exceptional civic value to the community. The contribution of time and talents well over and above the usual responsibilities is recognized."

Mr. Morgan has organized and directed harmonica bands in orphanages, organized a bicycle safety program and promoted bicycle hostel trips. The youth movements with which he has been involved are the National Youth Hostel, the YMCA Boys Work Committee, the Wisconsin Home and Farm School, Red Cross, Veteran's Administration, and many others.

Harold Morgan is indeed an outstanding citizen and we congratulate him for his thirty years of service and for having received the Distinguished Service Award.

Coming Events

February 1-5 — Twenty-third National Convention of the American Camping Association, Hotel Statler, New York.

February 16-17 — Annual Winter meeitng of the Wisconsin Park and Recreation Society, Hotel Loraine, Madison, Wisconsin.

February 7-13—The Boy Scouts of America will celebrate their forty-fourth anniversary. The organization has reached an all-time high in a membership of more than 3,300,000 scouts and adult leaders. Since the movement was founded in 1910, there have been more than 21,000,000 Americans identified with scouting.

Recent Appointments

James Bishop, director of recreation Glendale, California; *Ernest V. Blohm* recreation consultant and executive secretary of the State Inter-Agency Council for Recreation, Michigan; *Freda Bock* assistant gym supervisor and recreation worker, Metropolitan Life Insurance Company, New York; *Frank H. Carpenter,* director of recreation, San Gabriel, California; *Robert B. Clarke* assistant superintendent of recreation Boise, Idaho; *Gridley K. Dorr,* State Hospital recreation therapist, California.

Roy E. Ellington, director of recreation, Valdese, Georgia; *Howard Gorman,* superintendent of recreation, Sodus, New York; *Arthur A. Greene,* program director, Booker T. Washington Center, Erie, Pennsylvania; *Hugh T. Henry,* assistant village manager, Maywood, Illinois; *James F. Herdic,* superintendent of recreation, Manchester, Connecticut; *Edmund F. Hoey,* assistant secretary, American Bowling Association, Chicago, Illinois; *Nellie M. James,* supervisor of girls and womens activities, Teaneck, New Jersey.

Ila McDonald, director teen-age activities, Wyandotte, Michigan; *Ronald Paige,* director parks and recreation, Monterey, California; *Beverly E. Rodenheber,* program director, Petersburg, Virginia; *Philip Schwartz,* State Hospital recreation therapist, Cambridge, Maryland; *Sue Sondheim,* girls worker, Colony House, Brooklyn, New York; *Harry Taylor,* director of recreation, Fort Worth, Texas; *Marion R. Taylor,* Second Army Special Services.

Hibbard Thatcher, group worker, Neighborhood Settlement Association, Cleveland, Ohio; *Kate L. Trent,* recreation worker, Riverside Hospital, New York; *Paul Uher,* superintendent of recreation, Hastings-on-Hudson, New York; *Blanca Ubieta,* girls recreation worker, Leak and Watts Children's Home, Yonkers, New York; *Austin J. Welch,* administrative assistant, National Catholic Community Services, Washington, D.C.; *Jim Yeager,* superintendent of parks, Lincoln, Nebraska.

On the Campus

College Activities

• The members of Calico and Boots, the Colorado University square dance club were hosts to about six hundred square and folk dancers from all corners of Colorado and from Wyoming and Nebraska during their seventh annual Western Hoedown. The two-day festival was held in November, in the university's new three-million-dollar student union memorial building.

This festival is one of several of its kind held during the school year. Each major college in Colorado has an active square dance club on its campus: each club sponsors an annual square-dance festival during the year. Some of the affairs are planned for one night only; the two-day festivals usually include an afternoon workshop during which new couple dances and square combinations are taught by visiting callers.

• A "Dawn Dance" is featured by St. Lawrence College, New York. This starts at 4 A.M.; instructors help with entertainment and with breakfast. A similar all-campus "Rise and Shine" party is held at State Teachers College, New Paltz, New York.

• A noon program, called "Melody Manner," has been set up by Ohio State Union, to introduce any professional entertainers who happen to be appearing in the neighborhood. The union obtains the permission of the musicians' union, and notifies the theatrical agent that the performance will be free.

"Recreational Music"

Because a recreation director needs a special background in music to make the best use of it in his program—whether it be on a playground or in a community center—the University of Illinois School of Music now offers "Recreational Music." This course is required of all recreation majors.

The instructor, Max Kaplan, is a member of both the department of sociology and the school of music. His students survey the types of musical activities available for recreation activities. They learn how these activities may be incorporated into other features of the recreation program, such as dramatics, arts and crafts, social events, festivals and pageants.

Deadline for Tolerance

Fraternities on the campus of Columbia University were given an edict last fall—that they must end discriminatory practices and admit all applicants on merit rather than race or religion by October 1, 1960. By that date all campus organizations must see that all discriminatory clauses have been removed from their constitutions.

Inventory of Colleges

A national inventory of colleges and universities reporting professional training in recreation is now underway. The study was approved by the National Advisory Committee on Recruitment, Training and Placement, of the National Recreation Association, at its annual meeting held during the Congress in Philadelphia. It is being made in order to bring up-to-date and to establish a more valuable list of colleges and universities reporting major curriculums in recreation.

Campus Briefs

• "The College Union Director and His Preparation" is the subject of a doctoral thesis, by Theodore Kohler of Columbia University, which has recently been completed. A survey of sixty unions was made to determine the duties of a college union director and the personal and professional qualifications necessary for such a position . . . Andrew Wolf, of Wisconsin University, has written on "Aims and Functions of College Union Programs."

• The old saying that human nature is best studied in a game of poker is receiving scientific investigation in a course conducted by Professor R. Creighton Buck, at the University of Wisconsin, in the theory of games. The more we know about the theory of games the more necessary it is to change our concepts of civilization. Military strategy, economics may be studied and developed on the basis of knowledge of games, as is seen in the U. S. Army's "operational research."

• Although college "unions" as centers of friendship and recreation for students have been increasingly popular, what appears to be the first course beamed toward union management was introduced at Michigan State late in 1952. Preparation for management of residence halls and hospital management is included. Dr. Earl Thompson, long director of residence halls at the University of Illinois, organized the curriculum.

• Lettie Connell, graduate in recreation from San Francisco State College, is the voice of "Miss Busy Bee" in the "Brother Buzz" TV Show on the Coast and constructs many of the puppets used in the show. "Brother Buzz" received an award from Ohio State Institute.

Fellowships

In keeping with its policy of supporting activities which may contribute to international understanding, the Ford Foundation is initiating a program of scholarships and fellowships for young men and women of ability who wish to begin or to continue study of the Soviet Union or the peripheral Slavic and East European areas.

Further information and application forms are available from: The Ford Foundation, (Overseas Training and Research), 575 Madison Avenue, New York 22, New York.

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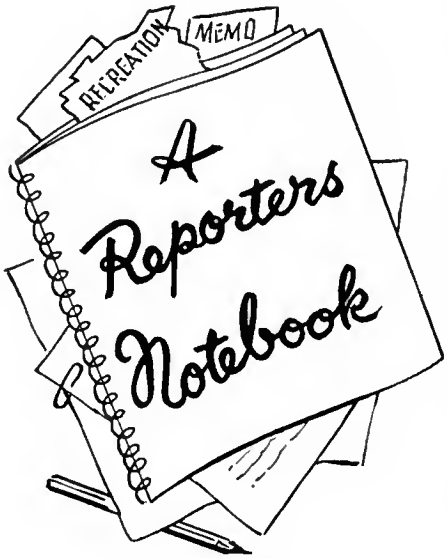

New Party Service

A new service for the public has been added to the Menlo Park recreation department, California.

A file of party ideas has been made up by including ideas for games, decorations and some menus for seasonal parties, costume parties and parties with unusual themes. These ideas have been clipped from leading magazines and recreation publications and filed according to age and occasion. The ages range from pre-school through adult, including children, teens and young adult. Books and pamphlets of parties giving techniques are also in the file. Everyone is welcome to take advantage of this service; however, the files may not be taken from the office.

Delinquency in Japan

According to the *Asian Games Bulletin,* published in Manila, Japan is expected to send the largest delegation to the coming Second Asian Games in that country. Recent arrivals from Japan noted that the Japanese people "are one hundred per cent behind sports as a primary means of wiping out crime and juvenile delinquency." Tokyo, with a population of seven million, registers an all-time low in crime and delinquency because the people flock to the playgrounds more often than to movie houses or elsewhere. It was also learned that Japan is employing the most modern and latest sports facilities used in European and American countries.

Expansion

• Milwaukee plans to spend $533,800 for playground construction and improvement during 1954 according to a report submitted by Clarence Beernink, coordinator of capital improvements.

Funds have been allotted for work at thirty playfields in all areas of the city. Among the major projects, Donald B. Dyer, director of the Department of Municipal Recreation, announced the following: Cass Street playground, the construction of shelter building and toilets, improvement of grounds, lights, and apparatus. An amount of $152,500 will be used for the purchase of real estate to enlarge four playgrounds and improve them. Most of the other projects are for surfacing, drainage, backstops, and lights.

• Following the dedication last July, of their new one-thousand-acre camping area on Sharpe Reservation, four miles from Fishkill, New York, the *Herald Tribune* Fresh Air Fund has announced plans for the construction of three new camps, with the eventual addition of two more. They state that their objectives are three-fold in the development of this area:

1. *Recreation*—The extension of our facilities to thousands of needy boys and girls from the crowded tenements of New York City. Each camp will accommodate 144 children for two-week periods, or total of 576 for summer.

2. *Conservation*—Through a cooperative plan with the Dutchess County Soil Conservation District, the area is to be carefully cultivated for land use, soil and water conservation. Good conservation practices are taught in the camping program.

3. *Beautification*—Through the work of our camp planner and our architect, each new structure will fit into the natural landscape and the entire area will be developed with a view to the aesthetic possibilities of natural terrain, water, and woodland.

Personal Note

• Mrs. Katrine Hooper, the new sponsor for the National Recreation Association in Dedham, Massachusetts, is a vivacious, widely versatile person whose creative activities rated a feature story by Kathleen Cannell in the *Christian Science Monitor* a couple of years ago. Said the *Monitor* in part:

"Spinning her multiple careers with the deftness of a juggler, dynamic Katrine Amory Hooper keeps on adding new activities without losing her balance. Perhaps this came from her long association with the dance, as performer, pedagogue, and producer.

"Or it may be because she's a Yankee from 'way back.' Mrs. Hooper combines teaching dance notation and history of art at Boston Conservatory of Music, Inc., with painting, writing, designing décors for stage and interior, happy homemaking and various social and civic duties. . . ."

Juvenile Delinquency

• "Juveniles Not a Problem in Berkeley," read the headlines of an article in the *Berkeley Daily Gazette,* November 20, 1953. A statement to this effect had been made by Police Inspector A. E. Riedel who is a recognized juvenile authority in that city. It was prompted, he said, by recent articles in leading national magazines which reported that delinquency over the country is on the upswing. "The only mounting delinquency problem," he stated, "exists in the minds of adults who are looking for an excuse for their own shortcomings." He declared that youngsters now are no different from those when their elders were young, and that figures have swelled only because of improved statistical techniques. "Berkeley has no major problem of juvenile delinquency and never has had," he said. "Sure, we have a few juvenile delinquents, but we've always had them. This is nothing new or startling."

Actual statistics gathered by Berkeley's juvenile authorities over the past seven years show an increase in the number of cases of less than one per cent.

Mr. Riedel called for a "level-headed approach" to matters relating to juvenile delinquency. As to the future, he laid the responsibility squarely on parents' shoulders. "For many years there has been a continuous vigilance by police," he said. "Berkeley is an alert community and has provided good character-building agencies including recreational facilities and a fine educational program.

"It is up to Berkeley's future parents to accept their full obligation as citizens by continuing to provide these essential community elements which in turn provide a wholesome environment for growing youth."

• In Ayer, Massachusetts, according to the United Press in the New York *World-Telegram and Sun* of November 12, 1953, a small-town cop who was "a hellion myself once" has eliminated local juvenile delinquency by means of hobby clubs. He is Police Chief Ernest L. Downing, a World War I veteran and one-time semipro baseball pitcher. He has launched innumerable hobby groups among trouble makers instead of arresting them, using the help of high-school boys to find out what interests the culprit who has come to his attention. All members of the high-school football squad are his deputies, and any youngster in town may be made a special policeman for a special occasion.

According to the newspaper account, the chief offers the following five tips:

1. Keep every promise you make to a kid.
2. Show a youngster you're interested in him.
3. Get a boy outdoors. He's better off holding a fishing rod than a pool cue.
4. Teach a boy that a policeman is his friend.
5. Every boy is interested in something. Find out what it is and guide him in it.

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APPLICATION FOR AFFILIATE MEMBERSHIP

I hereby apply for Affiliate Membership in the National Recreation Association for:

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..... (City) (State)

Check for $..... covering affiliation fee is enclosed.

Please submit bill for $.....

Signed .....

($3.00 of Membership is for a year's subscription to RECREATION.)

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I am engaged on a ☐ full time ☐ part time ☐ employed ☐ volunteer basis in a ☐ non-profit private ☐ public recreation agency and hereby apply for Active Associate Membership in the National Recreation Association.

The name of my organization is:

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My title (or the type of recreation work I do) is:

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Check for $5.00 is enclosed.

Signed .....

Home Address ..... (Street)

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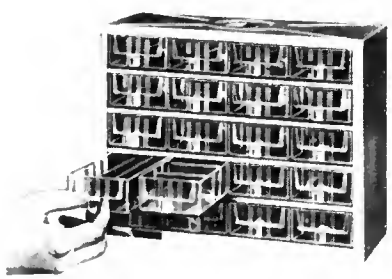
MARKET NEWS

See-Thru Drawer Cabinet

A neat item which has recently come to our attention is an attractive steel cabinet with plastic see-thru drawers—a boon for hobby shops, craft rooms, offices, maintenance shops, stock rooms and any other places where a variety of small parts are used. The cabinets can be supplied in many different combinations to suit the user's exact requirements—models with from 8 to 128 drawers, large drawers, metal drawers, portable models with carrying handles,



and so on. Adjustable dividers—to separate the drawers into smaller sections either lengthwise or crosswise—and identification labels are furnished with some of the cabinets such as the one shown which is 10¼ inches high, 12½ inches wide, and 6 inches deep. Literature and additional information may be obtained from General Industrial Company, 5738 North Elstron Avenue, Chicago 30.

New Rawlings Catalog

Just off the presses is Rawlings new 1954 spring and summer merchandise catalog. This attractive publication includes a complete listing of Rawlings baseball, softball, golf and tennis lines. Copies are available from your Rawlings dealer or from the Sales Promotion Department, Rawlings Sporting Goods Company, 2307 Lucas Avenue, St. Louis 3, Missouri.

Fast-Setting Cement

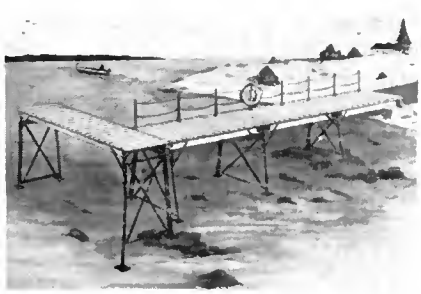
Por-Rok is a fast-setting cement for repairing holes and breaks in concrete floors and fastening machinery, hand rails, seats, and other equipment to concrete by means of anchor bolts. For information on this easy-to-use product, write Dept. R-27, the Hallemite Manufacturing Company, 2446 West 25th Street, Cleveland 13, Ohio.

Lawn Sprinkler

Nothing to pick up, wind up or carry are some of the features of a lawn sprinkler that automatically winds up the hose. Propelled by the water it sprinkles, the Reel Sprinkler will follow a straight path, go around trees, bushes, corners and other obstacles or remain in a fixed position. Reel Sprinkler quietly and efficiently follows the course of your choice, winds up the hose and, when used with a shut-off valve, shuts itself off. Write the Reel Sprinkler Company, 1300 North Westwood Avenue, Toledo 7, Ohio, for descriptive folder.

Steel Landing Pier

This new Hussey "build it yourself" type of landing pier for fresh or salt water is stable, sturdy, long-lasting, attractive and low in cost. It is sectional, which makes possible any length or shape desired; adjustable, to compensate for uneven bottom and varying water heights; demountable, which makes it easy to install and take out. Free catalog of complete water sports



line available on request from Hussey Manufacturing Co., Inc., 7 Railroad Avenue, North Berwick, Maine.

Door Closers

A new informative brochure called "The Key To Selecting Door Closers" has been published by the Yale Lock and Hardware Division of The Yale & Towne Manufacturing Company, Stamford, Connecticut. Illustrations and detailed explanations of the workings of door closers, accessories, information on installation, back plates and finishes, and charts showing how to order the correct size are included in the brochure.

Padlocks

Newly improved stainless steel combination padlocks are now being offered by Master Lock Company. Stainless steel is especially suitable for locker rooms because it is rust-resistant and will not corrode under humid locker room conditions. Added improvements include a case-hardened locking latch which is virtually impossible to shear and a built-in "sound effect" designed to thwart the trick of "feeling" combinations. Write to the company at Milwaukee 45, Wisconsin, for brochure

Golf Driving Range

The answer to the prayers of golfers and duffers is seen in a novel "driving range" introduced by Sunshine Sports Inc., 7711 Hawthorne Avenue, Miami Beach, Florida. Known as Golfmaster it has two golf balls permanently attached to a rubber cross-arm which

swivels on a rugged metal tripod that is anchored into the ground. While designed for outdoor use it can be easily affixed to a mat, permitting indoor use of Golfmaster.

Heavy-Duty Vacuum Cleaner

A heavy-duty industrial wet-dry vacuum cleaner that includes three versatile cleaning units in one machine (model BWD-18) has been introduced by the Clarke Sanding Machine Company, Muskegon, Michigan. For the hard-to-get-at places, the motor unit of the basic cleaner is removable and can be used as a portable vacuum. The same motor unit is usable as a high-velocity blower for cleaning motors and machinery. A complete line of job-designed attachments for cleaning overhead equipment, walls, drapes, moldings, upholstery, radiators, carpeted or bare floors, and so on, is available for the new machine.

Books Received

BAJA CALIFORNIA, Ralph Hancock, Ray Haller, Mike McMahan, Frank Alvarado. Academy Publishers, 5299 Fountain Ave., Los Angeles 29. Pp. 179. $5.00.

FAMILY FUN BOOK, THE, Helen and Larry Eisenberg. Association Press, New York 7. Pp. 188. $2.95.

FOLLOW-UP STUDY OF THE RESULTS OF SOCIAL CASEWORK, A, Leonard S. Kogan, J. McVicker Hunt, Phyllis F. Bartelme. Family Service Association of America, 192 Lexington Ave., New York 16. Pp. 115. $2.50.

HANDBOOK OF TOMORROW'S ANTIQUES, Carl W. Drepperd and Marjorie Matthews Smith. Thomas Y. Crowell Co., New York 16. Pp. 212. $3.95.

HEALTH AND SAFETY PLAYS AND PROGRAMS, Aileen Fisher. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 267. $3.50.

HOW DO YOU BUILD A HOUSE? Margaret and Charles Mason. Sterling Publishing Co., New York 16. Pp. 60. $2.00.

MOTELS, HOTELS, RESTAURANTS AND BARS. Architectural Record, 119 West 40th Street, New York 18. Pp. 216. $6.95.

PHILANTHROPY'S ROLE IN CIVILIZATION, Arnaud C. Marts. Harper & Bros., New York 16. Pp. 206. $3.00.

PROFESSIONAL PREPARATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION, Raymond Albert Snyder and Harry Alexander Scott. McGraw-Hill Book Co., Inc., New York 36. Pp. 421. $5.50.

SING AND DANCE WITH THE PENNSYLVANIA DUTCH, Ruth L. Hausman. Edward B. Marks Music Corp., RCA Building, Radio City, New York. Pp. 112. $2.00.

SOCIAL WELFARE FORUM, 1953, THE. (Official Proceedings, 80th Annual Meeting, National Conference of Social Work, 1953.) Columbia University Press, New York 27. Pp. 365. $5.00.

TIN THINGS WE LIKE TO MAKE, Sherman R. Cook. The Bruce Publishing Co., Milwaukee 1, Wis. Pp. 105. $2.75.

TREASURY OF THE WORLD'S COINS, Fred Reinfeld. Sterling Publishing Co., New York 16. Pp. 224. Popular edition $2.95; library edition $3.95.

WHAT TO DO *With* YOUR PRESCHOOLER, Lillian and Godfrey Frankel. Sterling Publishing Co., New York 16. Pp. 120. $2.00.

WOODWORKING FOR THE HOME CRAFTSMAN, Emanuele Stieri. Barnes & Noble, Inc., New York 3. Pp. 376. $1.50.

Pamphlets

CARE AND BREEDING OF BUDGIES, Cyril H. Rogers. Dover Publications, Inc., New York 19. Pp. 93. Paperbound $.65; clothbound $1.75.

CLOWN AND THE CIRCUS, THE, Conrad Seiler. Longmans, Green and Co., Inc., 55 Fifth Avenue, New York 3. Pp. 66. $1.25.

FATHER, HEAR THY CHILDREN SING, Ruth Heller. Hall & McCreary Co., 434 S. Wabash Ave., Chicago 5. Pp. 80. $1.50.

HOW CHILDREN GROW AND DEVELOP, Willard C. Olson and John Lewellen. Science Research Assoc., Inc., 57 West Grand Ave., Chicago 10. Pp. 48. $.40.

HOW TO IMPROVE YOUR SOFTBALL. A. S. Barnes and Co., New York 16. Pp. 119. $.50.

MODERN MARINA, THE. National Assoc. of Engine and Boat Mfgrs., Inc., 420 Lexington Ave., New York 17. Pp. 61. $1.00.

MUSIC IN INDUSTRY. American Music Conference, 332 South Michigan Ave., Chicago 4. Pp. 22. Free.

1953-54 OFFICIAL GUIDE & RULE BOOK OF THE AMATEUR HOCKEY ASSOCIATION OF THE UNITED STATES. Philip E. M. Thompson, 2309 Boardwalk. Atlantic City, N. J. Pp. 144. $.50.

OUT OF THE DARK. 1953 Annual Report. The National Society for Crippled Children and Adults, Inc., 11 South La Salle Street, Chicago 3. Pp. 48. Free.

PUBLIC RECREATION AS A MUNICIPAL SERVICE IN ALABAMA, Robert Daland. The Alabama League of Municipalities, 24 South Hull Street, Montgomery, Ala. Pp. 23. Free.

SELECTED MOTION PICTURES. Association Films, Inc., 347 Madison Ave., New York 17. Pp. 52. Free.

SUMMER PROGRAMS ON CALIFORNIA PLAYGROUNDS. The State Printing Office, Sacramento, Calif. Pp. 132. $.75 (plus $.02 tax for California addresses).

TALES OF SEVEN CITIES. National Citizens Committee for Educational Television, Ring Building, Washington 6, D. C. Pp. 37. Free.

TELL-TALES. Nursery Training School Alumnae Assoc., 355 Marlborough Street, Boston. Pp. 24. $.40.

TV A NEW COMMUNITY RESOURCE. Wells Publishing Co., Leonia, N. J. Pp. 96. $1.00.

UNDERSTANDING YOUR TEEN-AGER. Metropolitan Life Insurance Co., New York 10. Pp. 20. Free.

U. S. NAVY OCCUPATIONAL HANDBOOK FOR MEN. Bureau of Naval Personnel, Washington 25, D. C. Unpaged. Free.

YOUR GUIDE TO AIDS FOR PHYSICAL EDUCATION, ATHLETICS AND RECREATION. The Athletic Institute, 209 South State Street, Chicago 4. Pp. 31. Free.

Magazines

CAMPING MAGAZINE, *December 1953*

Camp Was Always An Adventure, Mary L. Northway.

Camping's Role in Civilian Defense, Arline Broy.

Outdoor Education—Fad or Fundamental?

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *December 1953*

Education Goes Outdoor, Paul E. Harrison.

Leisuretime Sports Clubs, Mary B. Dabney.

Recreational Therapy, B. E. Phillips.

PARKS AND RECREATION, *November 1953*

Winter Sports in Municipalities, Charles E. Doell.

Winter Sports in Florida, Joe Brown.

Right to Bargain Collectively With Public Bodies, Phillip A. Lozowick.

PARK MAINTENANCE, *November 1953*

Unique Setup Puts State Parks Under Highway Division, C. H. Armstrong.

Fungicide Tests Prove Out for Leaf Disease Control.

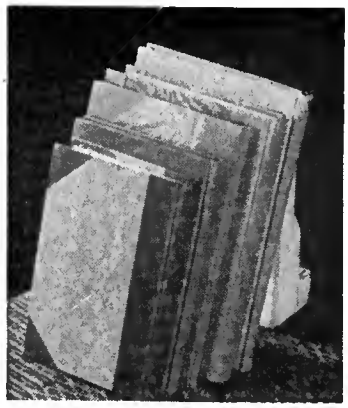
Try Chlordane . . . Sure Killer for Turf Insects.

Find Effective Insecticides to Control Pine Needle Scale.

Plenty of Dock Space for Detroit.

TODAY'S HEALTH, *December 1953*

It Isn't "Second Childhood," John E. Eichenlaub, M.D.



new Publications

Covering the Leisure-time Field

Frontiers—Fun With Science For Camp Fire Girls

Camp Fire Girls, Incorporated, 16 East 48th Street, New York 17. Pp. 119. $1.00.

This is one of the many books we wish we'd thought of first! It may have been prepared for Camp Fire Girls, bless their hearts!, but any club or recreation leader who doesn't get a copy is missing one of the finest collections of program material we've seen in a long time. Girls—and boys too—will love the new and interesting projects. Don't fail to get a copy. Highly recommended.—*Virginia Musselman*, Program Service, National Recreation Association.

Land and Water Trails

Ellsworth Jaeger. The Macmillan Company, New York 11. Pp. 227. $2.95.

Ellsworth Jaeger, who is Hayes Professor of Science at the Buffalo Museum of Science, and who began his career as a commercial artist, is well known for his books, articles and lectures on nature subjects. He now writes a "how-to" book on the enjoyment of outdoor life which, as usual, is plentifully illustrated and effectively clarified with his helpful sketches. A "Water Travel" section deals with the sailing of an outrigger log, a raft, the handling of a canoe in various types of water (and canoe strokes), portaging, skiffs, scows, keelboats, flatboats. Other sections cover: saddle and bridle tips; knots and lashings; wilderness critters and critter signs, and even insect pests. Mr. Jaeger closes with a plea for the protection of America's wilderness. Any camper who is planning to travel in wild places will do well to own this book.

Your School Clubs

Nellie Zetta Thompson. E. P. Dutton and Company, Incorporated, New York 10. Pp. 317. $3.50.

Leaders of club groups will be interested in the five hundred activities suggested and described in this how-to-do "guide for group leaders and members" in the planning of an effective club program. The book stresses activities which provide opportunity for individual initiative as well as for the identification of personal interests with group interests—through the democratic processes. By electing the kind of club they wish to have, gathering information, organizing projects, and participating in group discussion, students enjoy a satisfying democratic experience and achieve that sense of security which comes from belonging to a group.

Although slanting her material as a handbook for school clubs—teachers, administrators and leaders—the author presents much of value to the recreation leader in whatever setting. Of two previous books by Miss Thompson, *High Times* carries seven hundred suggestions for social activities. The *Library Journal* said of it: "A gold mine for all who work with teens."

Quizzeroo

K. V. Reed. Popular Mechanics Press, 200 East Ontario Street, Chicago 11. Pp. 110. $1.00.

Quizzes are the things these days and more fun than a "barrel of monkeys"—especially for young adults or other adult groups. Without doubt, radio and television programs are responsible for their popularity and for the rash of quiz books now on the market. None of the latter is more practical than *Quizzeroo*, however, and many such publications are not as good—for use with groups. The questions included here are not too hard, for one thing, and are different enough under each topic to make the game really interesting, as well as exciting—with plenty of chances to win.

The first part of the book contains official rules and suggestions for conducting quizzes for two or more persons, for playing quiz solitaire, and for keeping score. Several pages of coupons for quiz points are bound into the back. The game can be played in cars and trains, on picnics and hikes, on rainy days in camp, at parties—or in the home. It presents more than one dollar's worth of fun!

Math Is Fun

Joseph Degrazia. Emerson Books, Incorporated, 251 West 19th Street, New York 11. Pp. 159. $2.75.

A book of brain teasers, tricks and puzzles for the mathematically minded! No knowledge beyond elementary algebra is required to solve most of them, and many call for only simple arithmetic. However, their solution does require ingenuity and original thinking. As, for instance: "If it takes a bicyclist four minutes to ride a mile against the wind but only three to return with the wind at his back, how long will it take him to ride a mile on a calm day? Three and a half minutes, you probably figure. Sorry, you are wrong."

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February and March 1954

HELEN M. DAUNCEY Social Recreation	Cleveland, Ohio February 15-18	Henry B. Ollendorff, Executive Director, The Neighborhood Settlement Association, 3754 Woodland Avenue
	Seattle, Washington March 1-4	Ben Evans, Director of Recreation, 100 Dexter Avenue
	Portland, Oregon March 8-11	Bureau of Parks and Public Recreation and Council of Social Agencies
	Pacific Northwest District March 15-April 1	W. H. Shumard, NRA District Representative, 2864 30th Avenue West, Seattle, Washington
ANNE LIVINGSTON Social Recreation	Fayetteville, North Carolina February 1-4	North Carolina Recreation Commission and Selwyn Orcutt, Superintendent of Recreation and Parks Department, 212 City Hall
	Mooresville, North Carolina February 8-11	North Carolina Recreation Commission and Miss Mae Crandall Superintendent of the Recreation Commission, War Memorial Community Building
	Emporia, Kansas March 22 & 23	James A. Peterson, Superintendent of Recreation
MILDRED SCANLON Social Recreation	St. Petersburg, Florida February 1-4	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Dade County, Florida February 8-12	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	West Palm Beach, Florida February 15-19	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Tampa, Florida February 22-26	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Long Beach, California March 8-11	Walter L. Scott, Director of Municipal and School Recreation, Long Beach Recreation Commission, 235 E. 8th Street
	Hayward, California March 15-18	Hayward Area Park, Recreation and Parkway District, and Hayward Adult and Technical School
	Pacific Southwest District March 22-April 1	Lynn S. Rodney, NRA District Representative, Room 1009, 606 S. Hill Street, Los Angeles, California
GRACE WALKER Creative Recreation	Sacramento, California February 8-11	James G. Mangan, Assistant Superintendent of Recreation
	Oakland, California March 1-4	Jay M. Ver Lee, Superintendent of Recreation, Recreation Department
	Kansas City, Missouri March 8-11	Mrs. Verna Rensvold, Superintendent of Recreation, City Hall
	Williamston, North Carolina March 22-25	W. A. Holmes, Principal, E. J. Hayes School, Box 111
FRANK A. STAPLES Arts and Crafts	Pasadena California March 8-11	Edward E. Bignell, Director of Recreation, Pasadena Department of Recreation, Jefferson Recreation Center, 1501 East Villa Street
	King County, Washington March 15-25	Russell Porter, Community Recreation Supervisor, King County Park & Recreation Department, 612 County-City Building, Seattle

Miss Walker and *Mr. Staples* will attend the joint meeting of the California Recreation Conference and the NRA Pacific Southwest District Conference at Santa Rosa, California, February 14-17. *Miss Dauncey* will attend the NRA Pacific Northwest District Conference at Spokane, Washington, March 29-31.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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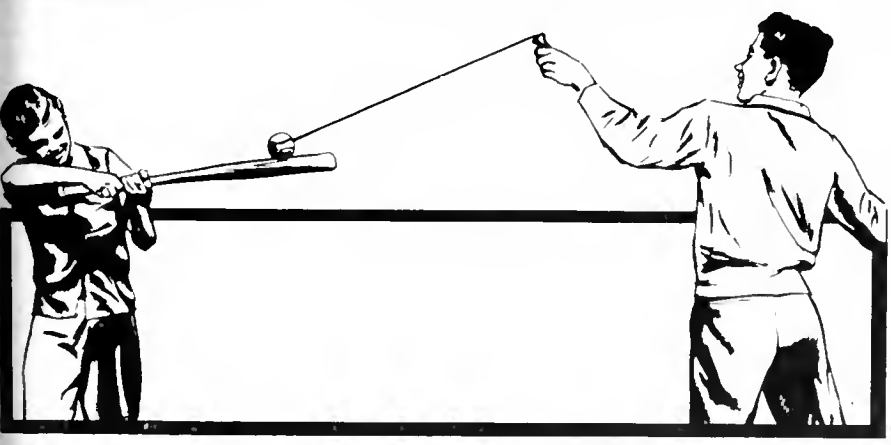

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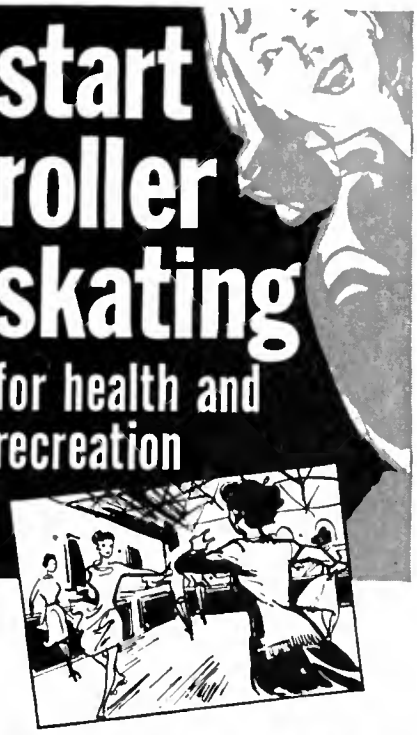

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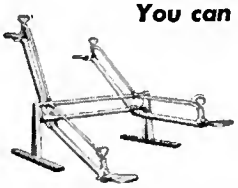

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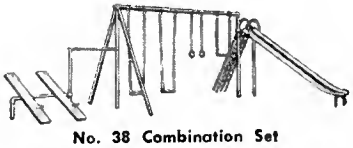

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Vol. XLVII Price 50 Cents No. 3

On the Cover

These young lads are some of the fortunate ones who are able to gain valuable experience in camcraft, nature—and especially in group cooperation—through an organized day camping program. Photograh courtesy of Tad Horton for the Federation of Jewish Philanthropies, New York City.

Next Month

Subjects of wide interest to those in many phases of recreation. Dr. Ralph Sockman's "Creative Cures for the Ills of Modern Life," will be stimulating to all. An interesting and successful experiment of a "Recreation Center for the Cerebral Palsied" is one of three stories on programs for the handicapped. Articles on music, art, swimming pool care, a "hot rod" program, Easter, are a few others.

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A Service Organization Supported by Voluntary Contributions

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The National Council on Research in Recreation, composed of persons with a wide experience in dealing with research problems in a variety of fields, has been appointed to help the National Recreation Association develop and carry on an expanded research program. Among its functions are: to advise the Association as to areas in which basic research is desirable and feasible; to appraise and develop proposals for research projects; and to suggest ways by which needed research may be accomplished.

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The National Advisory Committee on Recreation Research, composed of outstanding leaders in the recreation and park fields, the field of recreation education and training, and related fields, has been established to afford a liaison between the many agencies conducting research related to recreation, focus attention upon fundamental and realistic recreation research needs, encourage and assist recreation research projects, and help the recreation movement and individual recreation agencies and leaders benefit from the results of research in recreation and in related fields.

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My Philosophy of Recreation

Dorothea Lensch

WORDS, BAFFLING WORDS to express recreation; how does one describe a way of living, a sensation of well being, that alive quality that brings deep satisfaction to the individual and to all with whom he associates? Recreation is always a personal thing, dependent upon sensitivity, sentiment, and sincerity.

It is this quality of sensitivity that allows for variation, flexibility, and color or "glamour." It gives a creative approach to all orthodox methods and the tools of recreation such as drama, music, arts, and crafts. Likewise, it allows for the inter-play between the sports and the so-called expressive arts.

Without sentiment, which in ordinary words is the ability to love and to express this feeling, there can be no true satisfaction. It is the dedication of the individual participating, which assures him of personal growth. This self-expression cannot be satisfied until he in turn shares this with others.

Society may hold as taboo the verbal expression of our relationships with others, but certainly society cannot withhold from the individual, thr[illegible] the use of his hands, body, or mind, the tangible expression of sentiment.

Coupled with sensitivity and sentiment must be sincerity. Without this quality there is an awareness of superficiality. Recreation is a social art and not a pure art. It depends upon the needs of the people to determine its form. Within the various types or forms that are required to give satisfaction to the individual needs of the people, there is opportunity for specialization.

Specialization is the pattern of modern time, forced by the scientific age. The impact of specialization can cause disintegration through giving a hodge-podge program rather than an integrated one. It is this struggle to preserve an integration or a balance within the recreation offerings of a community that makes it play such an important role in the lives of the people. The balance of programming depends upon leaders who are thoughtful social planners, aware of opposing forces both constructive and destructive.

It is the individual, and not the masses, who is the barometer of the community's response to the ever-changing form of recreation. With an atmosphere of individual choice and self-expression, harmonious leaders blend the community and the program. Each community is a creative unit in itself.

The joy of living, the anticipation of each day is the vibrant essence of recreation. It is this that brings participation in the social art, recreation.

MISS LENSCH, *director of recreation in Portland, Oregon, is a member of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.*

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Letters

A Challenge to Recreation

Sirs:

The growth of recreation in the first half of the twentieth century has been a story of somewhat astounding expansion. This development, however, has been a grass roots growth fostered by local needs recognized on the local level. Recreation is in dire need of inspiring leadership on the top level.

Our leaders have been studious, intelligent, far sighted, idealistic, and conscientious in their devoted work in the recreational field. At the same time they have been naive and overly cautious in their efforts to sell recreation to the American public. They have pursued a staid, safe pace in their salesmanship at a time when the high presssure approach is making all the sales.

Let us briefly consider, one by one, the areas in which we have failed and in which we are continuing to fail.

In our colleges alone we are failing in several areas. We are missing the boat in departments training recreation workers. Despite the fact that physical education is only a part of recreation, we find the positions reversed and our recreation students assuming a secondary and sometimes a tertiary position behind health education students in college departments of physical education.

Another good example of missing the boat is in the matter of school camping. Although we are credited with having the know-how and the training, it is the classroom teacher who is handling the school camping program.

Recreation programs for college students are usually poor and the average college athletic departments make a mockery of the very basic principles of recreation. Dr. Robert M. Hutchins in the *Saturday Review of Literature* well illustrated this when he pointed out that New York University explained that it was dropping intercollegiate football because of its financial unsoundness rather than because collegiate football is a hypocritical mess that abnegates the very essence of fair play, sportsmanship, and amateur athletic competition.

Returning to our schools that are training recreation people we find a wide variance in curriculum and a general lack of agreement. Our courses cater to skills rather than to leadership. At the same time we decry inroads made into recreational placements by group workers who have gone to the other extreme and learn leadership without skills. One is as ineffectual as the other.

We, along with education, are doing a poor job of recruiting students. The recent tests given by the government to determine educational draft deferments showed conclusively that the very lowest scholastic rung of the collegiate ladder is occupied by physical education, among which are included our recreational trainees.

Consider industrial recreation. Management uses recreation as a paternalistic device, a personnel gimmick, and a gadget to expedite production and prevent excessive employee turnover. Industrial recreation workers come from the plants themselves or are hired from names on the headlines of the sports pages. Organized recreation has been unable to get even a toenail inside the door of this tremendous potential.

I mentioned the sports page headlines. Our sports writers support the over-emphasis of athletics that has caused the mess on the collegiate and even the scholastic level. It has been through the sports pages that movements like Little League and similar elementary school age activities have been overly stressed, and competitive athletics have so meteorically streaked across the land.

What about the remainder of the paper? Have we sold editors on recreation so that they in turn might sell the public on recreation? We have not.

A fine example is the scant coverage given the National Recreation Congress by the Philadelphia papers while 1,700 delegates were meeting in the City of Brotherly Love. To make matters even worse, one paper in Philadelphia printed during the week an editorial pleading for support of PAL and did not even mention recreation in a single line.

Each year the New York *Herald Tribune* holds a forum of national interest. This year several sessions were devoted to leisure time. Did anyone from the recreation movement express our ideas? Speakers included a professor of history, an industrial designer, and a national pollster.

Now, how about our national govern ment? At the present moment a con gressional investigating committee i studying juvenile delinquency. It wil be interesting to see the extent to whic our top level recreation people are con sulted.

Furthermore, although the practic may be a pernicious one, every majo phase of American life is represente among Washington lobbies and pres sure groups. If recreation can be in cluded in such a listing, it is not to m knowledge. I believe it is vital that on know the art of self defense if bullie are to be kept from taking an unfai advantage.

What then is wrong with our leade ship?

Consider the American Recreatio Society. It has been only in the last thre years that a long-standing disagreemer with the NRA was settled and th hatchet buried. At the National Co gress this year the rank and file e pressed a strong feeling that the AR is clique ridden.

The ARS does not have a monopoly o this type of reaction. This year one o the oldest state recreation societie found their nominating committee non inating themselves and then proceedin to railroad through the election.

Probably the easiest way to lucidl demonstrate the lack of public regar for recreation in general and our lac of leadership in particular is to poi out a few items from our recent n tional meeting in Philadelphia.

First, the hotel. Our meeting roon were scattered about the building an in general we were jammed into i adequate areas. Crowded exhibito showed a lack of enthusiasm and inte est.

As I mentioned earlier, the loc papers ignored us. If five hundre Philadelphians outside the hotel kne that a recreation convention was bei held in the city, it would be astoundin

Our main speakers included th mayor, the governor, and a secreta from the federal cabinet. The speech were political in nature, soothing an non-commital to recreation and the a tendance went from full-house to hal a-house to an embarrassingly scatter few.

At the regular meetings, discussio seemed to center on local problems th could have and should have been se tled in area meetings, through distri representatives, or through some pe sonal research. We relied on our ow people too much for a source of spea

ers and almost completely ignored allied fields as well as those in direct opposition to our philosophies and endeavors.

Most important, however, is that we came out of the congress with nothing concrete. We learned of no national trends, resolved no policies, took no stands and developed no stature.

Here, then, lies our failure. We are chameleons pacing on tartan plaids. Dr. James Conant once stated that a turtle makes progress only when his neck is out. Recreation must take stands. Recreation must fight issues. The national wire services should have been full of news from Philadelphia rather than a few pictures to the home town newspapers. Recreation must go out on an occasional limb. We cannot be all things to all men.

We must throw conservatism out the window; and yet maintain our integrity and our purposes. We must invade the newspaper and magazine worlds, for these are the most read mediums in our mind. We must hammer the public with press agentry. Our product is vital enough to sell itself but the first rule of the foodmarket is that stock cannot be moved until it can be placed where it will be seen and noticed.

Space limits prevent more than a cursory scraping of the topic. Perhaps I have been iconoclastic and I have obviously eliminated all mention of many fine phases in our development. However, we cannot rest on our minor gains, and we must abandon our policy of self eulogization and meet our challenges if we ever hope to achieve our potential.

MORTIMER H. MORRIS, *Superintendent of Recreation, Croton-on-Hudson, New York.*

* * * *

With the permission of Mr. Morris, author of the above, a copy of his letter was sent to representatives of several organizations, who might be interested in commenting generally or on some specific item in his letter. A few of their remarks follow. Others will appear in later issues of RECREATION. Letters from any of our readers who may wish to reply will be gladly received and published. Please keep such communications to a maximum of five hundred words in length.—Ed.

Answers to Mr. Morris

Sirs:

I have read with interest the preceding letter from Mortimer H. Morris; and as president of the National Industrial Recreation Association, I would like to comment on several of his statements about industrial (employee) recreation.

He writes, "Our courses cater to skills rather than to leadership." To this the National Industrial Recreation Association says "Amen!" We have tried in the past to point this out to the institutions of higher learning, but with little success. This year, our organization is planning to take the initiative and do something concrete about it.

Quoting again from Mr. Morris' letter, "Management uses recreation as a paternalistic *device*, a personnel *gimmick*, and a *gadget* to expedite production and prevent excessive employee turnover." To anyone at all familiar with the industrial recreation movement, such a statement clearly indicates a complete lack of understanding of what is going on, and he just doesn't know what he is talking about. Recreation programs would "die" in no time at all if they were based on such a philosophy. A soundly-organized recreation program in industry is here to stay and it is fast becoming recognized as an excellent human relations tool if properly used. There are literally thousands of successful recreation programs in business and industry today, indicating that industry has recognized the value and importance of providing opportunities for the wholesome use of leisure time to employees.

A. H. SPINNER, *President, National Industrial Recreation Association, Chicago, Illinois.*

* * * *

Sirs:

The letter by Mortimer H. Morris is certainly "A Challenge to Recreation." It is commendable if for no other reason than that it is different. Criticism, though not always to our liking, frequently stimulates introspection, which in turn is good for any group or any movement.

Although I do not propose to comment on the entire article, I am prompted to add agreement to one phase of it—that which comes under the general heading of publicity.

Publicity is involved in Mr. Morris' letter in a number of ways—the insufficiency of it and its poor quality at the recreation congress: its absence from editorial columns; its disproportionate share to "overly-stressed" competitive athletics; its absence from national programs where it should be included.

The remedy for the deficiencies mentioned in the article—not only those which come specifically under the heading of publicity, as we are accustomed to regard it, but other shortcomings in our field of interest—is a united and more intensive effort to get our profession and its value into such a position that it will command the attention of editors, administrators and legislators at every level, leaders in community life and the public in general.

As the article states, recreation has had an "astounding expansion." It also has had some valuable accomplishments and many effective contributions and studies and developments to its credit. These accomplishments have not yet been sufficiently sold to the nation. Other groups such as industry, labor, the sciences and, in an allied field, education, are in the position where recognition is practically mandatory. An outstanding illustration is the unified nationwide agitation for better schools, better standards and better pay for teachers.

Every element in the recreation composition—workers, executives, professional organizations, professional publications, recreational educators—should, at their respective levels, unite in the effort to push the recreation course beyond its own strictures. We will not be called in by those who can publicize us. The pressure must come from us, and it must come with such uniformity and such force that it cannot be resisted.

Let us not be content to make studies and publish the results for the recreation profession alone. Let us not merely debate the "pros" and "cons" of some movement which arises to affect our field of activity. Let us take our beliefs to the bar of public opinions. A nationally spread headline, even if provocative, will pay dividends in its reactions. Once the populace knows we are a force, we will command respect and our opinions will be sought. Then, when we speak our voices will reach beyond our own hearing.

STEPHEN H. MAHONEY, *Superintendent of Recreation, Cambridge, Massachusetts.*

* * * *

Sirs:

Taken as a whole the letter from Morty Morris is indeed "challenging" and stimulating. His citation of the "areas—in which we are continuing to fail" is at least sufficiently valid to shock us and cause us to squirm a bit.

Perhaps the most effective way to start action in response to this challenge would be to answer two questions: (1) Does the record show flat failure or a tremendously effective continuing sales campaign that has pushed community recreation from nothing to a nation-wide acceptance in less than fifty years? (2) What does recreation now

need most to help the next big forward push?

An intelligent understanding of the past record will certainly serve as the best springboard for the next big advance.

Anybody who was close to Howard Braucher and Joseph Lee, and the National Recreation Association in the years following 1909 would certainly laugh at the statement that recreation was a "grass roots growth . . . fostered . . . on the local level."

Somebody got President Theodore Roosevelt to call a White House Conference on Recreation. Somebody stirred Governor Hiram Johnson to back a recreation survey in California. Other nationally known leaders who were brought into real action (not just names on a letterhead) included John Finley, Myron T. Herrick, Newton D. Baker, Robert Garrett, William Mather, John Winant and Harry Overstreet.

In the first six years of the campaign, the promotional budget moved from $25,000 to $90,000, (and now has reached about $1,000,000). In both world wars, recreation played an effective part and received great impetus for peace-time expansion. Capitalizing on the army draft statistics, recreation led the universal physical education campaign which spread laws requiring instruction in sports and games throughout the public schools. In both booms and depressions following the world wars recreation has been able to move into important positions of specialized service.

The recreation congresses have spotlighted and given annual impetus to recreation. Joe Prendergast in the very recent years has demonstrated the new power and skill in leadership which he will increasingly contribute. New national committees with very strong leadership have been created. Important new relations have been established with powerful allies, within as well as outside the government. International relationships have been strengthened.

Well what is holding us back? *Indefiniteness* is holding us back. We talk glibly about recreation and the "recreation movement." When asked what we mean we talk a half-hour. It is such a big subject and we are so full of it! We have been afraid of regimentation and scared to death of uniformity. We have said, "It doesn't make any difference what a person does for recreation." "It doesn't make any difference how a community organizes its recreational services." Social workers have said that recreation is group work, a phase of social work by means of which twisted minds are straightened out so that individuals may live in harmony with their environment. Educators have said that recreation is a tool of education by means of which the individual is trained to bring his latent powers into full fruition. Park department executives have said that they need a recreation director to manage the use of the activity areas in the parks. Medical doctors and mental hygienists have drafted recreation as a potent therapeutic aid—and so on—and so on!!!

When are we going to stand up and say that all people have a right to recreation, whether it does them any good or not?

Every community needs a public department of recreation with the responsibility of seeing to it that adequate recreational opportunities are afforded to all residents.

Every community recreation department should plan, provide and administer the community-owned recreation facilities. Every community recreation department should lead in stimulating, aiding and correlating the recreation programs offered by the various public and voluntary agencies.

Every community recreation department should be staffed by well-educated personnel competent not only to administer recreation facilities and programs but also to cooperate with other public and private agencies needing to use recreation as a therapeutic aid.

We now have a new national committee on research. May we hope that it will find out how a number of different forms of community recreation organizations are working out? Perhaps some forms have proved ineffective and wasteful. If so, let's concentrate on selling the forms that have worked best.

E. Dana Caulkins, *Superintendent of Recreation, Westchester County Recreation Commission, White Plains, New York.*

Hospital Recreation

Sirs:

In the article "Is Hospital Recreation on the Move," in the February 1954 issue of Recreation, Mr. Dimock has made a sound contribution to the literature relating to recreation in hospitals.

First, his re-emphasis of the approach through people rather than through activities is stated very well. None of us can be reminded too often that our paramount concern should be the needs of the individual patient.

Second, he skillfully leads up to the important value of making all services in the hospital positive in nature—positive for the patient in terms of his eventual return to a normal living situation.

Lastly, Mr. Dimock alerts us to the fact that hospital recreation is expanding rapidly. Further, he warns of the lack of understanding that exists among the various groups that work in hospitals and makes a plea for better understanding and cooperation.

This article does not in every respect represent the views of all who work in hospital recreation. However, this does not imply that the author has a narrow viewpoint, rather it indicates that in such a rapidly expanding field there are many viewpoints—this perhaps is a healthy sign.

Dr. John L. Hutchinson, *Associate Professor of Education, Teachers College, Columbia University.*

* * * *

Sirs:

I have read Mr. Hedley Dimock's article with great care. I find myself becoming increasingly concerned by the article as I study it more deeply.

From my point of view three major fallacies are stated:

1. That the three levels of recreation as outlined in the article can be separated.
2. That there can be professional leadership if leadership comes from various disciplines.
3. That recreation is part of nursing service.

My reasons for considering these fallacies are as follows:

1. The three levels of recreation as outlined are separate and distinct. In working with people, a recognized principle is that you meet people where they are and attempt to *help them* to achieve greater use of and satisfactions in their own capacities and talents. People when they are hospitalized, are no different from any cross section of people in a community. Some are recreation illiterates, some have skills and capacities for which they need outlets and others have leadership abilities which can be used for the satisfaction of individual needs and for the benefit of the group. The objectives of recreation are the same, the methods of reaching objectives simply must be changed to meet the situation in which the individual finds himself. If an objective of recreation is to give *every* individual an opportunity to live creatively in his leisure time, this objective remains the same whether the individual is functioning on his own in his home, in a community center or in a hospital. In each case there is the basic assumption that he has

eisure time and he wishes to use it cre-atively. This indicates another impor-ant basic tenet of recreation, namely hat the choice of re-creative experience s dependent upon the wishes or desires of the individual participant.

To me the three levels of recreation n hospitals, as stated, are dogmatic clas-ifications having no validity. Recrea-ion to be effective analyses the recrea-ion needs and desires of people and builds programs to meet these needs nd desires.

2. That there can be professional lead-ership with that leadership gathered rom any number of different disci-plines.

The mark of a profession is that it is ased on a highly specialized intellec-ual technique and that the profes-ional technique is capable of communi-ating thoroughly a highly specialized ducational discipline. Recreation to-lay is usually considered to have made ome real strides towards achieving this evel. However, if any discipline can be onsidered adequate preparation for ecreation leadership, then professional tatus can never be achieved because no pecialized technique will ever be fully eveloped.

3. That recreation is part of nursing service.

The whole person enters the hospital and in every facet of service to him, it must be recognized that he is a whole. However, through specializations such as the laboratory, the surgery, nursing, medicine, physical therapy, occupation-al therapy, social service, recreation service and others, the whole individual is served more deeply because each specialist has a particular depth of knowledge in one area of learning. Once upon a time a shoemaker made a whole shoe. Today he makes a part and that part makes a contribution to the whole. There is more precision in making each part even though the whole becomes less personalized. So it is in our professions —each profession makes a precise con-tribution and great effort must be made in a team-work approach to make sure that a whole is achieved. Perhaps our team work has not been perfected but certainly our professional techniques have been developed. The nurse has a special contribution to make. Let us hope that other professions will comple-ment hers, leaving her free to do her job while the recreation leader does his. Recreation is not a treatment per se, it is a re-creative experience in leisure-time.

DR. EDITH L. BALL, *Advisor, Hospital Recreation Curriculum, New York University.*

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Things You Should Know . .

▶ PLANNING AND CONSTRUCTION OF SOCIAL AND RECREATION BUILDINGS is emphasized in the January 1954 issue of the *Agricultural Record*. Recreation centers, playgrounds, pools, park shelters, fieldhouses, museums are covered.

▶ THE TASK OF COMPILING A COMPREHENSIVE LIST of all community festivals and celebrations to be held during June, July and August 1954, has been undertaken by *Theatre Arts* magazine. A special forty-page section of the May issue will be devoted to this; and a large folding map of the United States, marked with location of each event, and directions as to how to get there will be included with the magazine. *Theatre Arts* has asked us to request the assistance of park and recreation executives in securing such information from their areas. Here is an opportunity for you to be of further service to your community by helping it secure national publicity for its special events. Deadline is March 20, so mail promptly to NRA, marked for attention of Joseph Prendergast.

▶ HOW TO CHOOSE THE RIGHT COLLEGE FOR YOUR RECREATION CAREER is the topic of a new and attractive leaflet just published by the National Recreation Association. This is a result of the activities of the Sub-committee on Undergraduate Education, of the National Advisory Committee on Recruitment, Training and Placement of the NRA; Charles K. Brightbill is chairman. Single copies of the leaflet are available free to individuals, in limited number to agencies.

▶ THE NATIONAL CHILD LABOR COMMITTEE celebrates its fiftieth anniversary next month. In 1916 the first Federal Child Labor Law was enacted. Marked changes have taken place during these fifty years. In 1954, to date, twenty states have adopted sixteen- and fourteen-year age standards in their child labor laws, similar to those in the federal law.

▶ THE OUTDOOR SWIMMING POOL STUDY COMMITTEE of the Conference for National Cooperation in Aquatics, under the chairmanship of George Butler, is gathering information on the design of outdoor swimming pools. The study, when completed in 1954, will help determine the relative merits of different pools and will give guidance to communities in selecting the type, size, depth and design of outdoor pools.

▶ THE FIRST REPORT TO THE GOVERNOR of the Virginia Inter-Agency Committee on Recreation recommends that funds be made available to the Inter-Agency Committee "to employ a full-time executive secretary who would have an adequate background in and comprehensive philosophy of recreation."

▶ A SPECIAL ORDINANCE passed by the local city council in Niagara Falls, New York, abolished the existing department of parks and recreation and created a new Department of Recreation. A new Department of Public Service, created by the same action of council, includes the former departments of engineering, parks, sewage disposal, public welfare, markets and water distribution.

▶ ADOPTED AT A RECENT NORTH CAROLINA Recreation Society Conference, was a resolution re-affirming the awareness of the society to the need for positive action in mobilizing community recreation resources for a civil emergency. The society recommended to the North Carolina Recreation Commission that plans for the operation of recreation programs be worked out, which could be put into operation immediately should major disaster occur anywhere within the state .

▶ A TAPE RECORDING MUSIC CONTEST, judging of which will be held in conjunction with National Music Week in May 1954, is being conducted for a second year by the Air Training Command. If your community is adjacent to a base of the ATC, you may be able to assist with some of the activities of the contest.

▶ TRIPS, TOURS AND PACKAGE TOURS were the subject of the Recreation Program Aids, of the Defense Recreation Bulletin Service of the NRA, for January. If you aren't on the defense bulletin mailing list, which is one of the services of the association for defense-related activities, we'd like to point out that you are missing something good.

▶ TESTIFYING BEFORE THE SENATE JUDICIARY SUB-COMMITTE investigating juvenile delinquency in Washington, January 21, Joseph Prendergast said that the communities of the country were to be commended for their efforts to provide *opportunity for juvenile decency* and to decrease opportunities for juvenile delinquency through community recreation programs.

Mr. Prendergast requested permission to include in the records of the hearing additional material, to be based on letters from recreation executives being received in reply to his Newsletter of January 11, and the notice in RECREATION, February 1954, requesting concrete examples of the relation of delinquency prevention to recreation.

▶ YEAR-END SUMMARY OF SERVICE for 1953, from the Correspondence and Consultation Service of the NRA shows that more than 22,000 letter requests and a thousand telephone requests for information and guidance were met. More than fifty per cent of the requests came from municipal recreation departments. Almost one-fourth of all the requests were concerned with facilities, layout and equipment. Within this group, most frequently inquiries were on outdoor swimming pools. Questions varied from the very general to specific inquiries.

Sorry!

The price listed for the book, *Folk Dance Syllabus Number One,* in the January 1954 issue of RECREATION was incorrect. The correct price is $2.00.

An open competitive examination for the position of Superintendent of Parks in Pasadena, California, will be held in the near future. Applications may be filed till March 26, 1954. Starting salary is listed at $570 to $680 per month, depending upon experience. The equivalent of college graduation plus five years of park administration is required. There are no residence requirements. Announcements and applications may be obtained from Theodore P. Morris, Personnel Director, City Hall, Pasadena 1, California.

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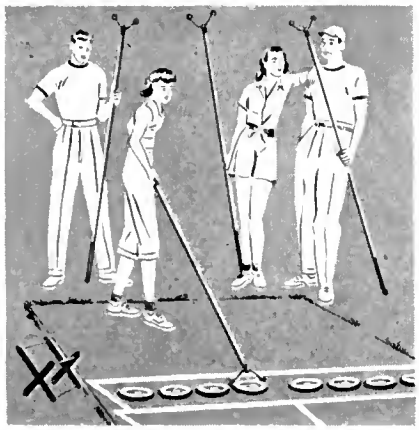

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Editorially Speaking

Day Camping

Day camping has now existed long enough to be on the way to becoming an old story. "There are variations in particular details of day camping from community to community, but what is good day camp practice is clear and can be framed in words, caught and set down for guides to be used as points of departure for establishing new programs or for revising old ones that have somehow lost sight of the functions proper to them.

"If there is anything in a name, day camping must provide some kind of camping program. . . . It should offer an opportunity for recreation and relaxation; physical and mental, social and emotional growth; a challenge to go adventuring beyond the limits of everyday environments; the excitement of new experiences, of new knowledge come upon informally; a sense of security and of well-being gained by achievement; an awareness of the self-sufficiency and the resourcefulness that lives in every human being. All this day camping should provide in the out-of-doors. For the important emphasis in day camping—the thing that relates it to camping and distinguishes it from the activities of the home, the community center, or the playground—is the emphasis upon nature. Day camping is recreation in the out-of-doors.

"Emphasis upon nature must be the core of the day camp program. All elements of the program must spring from it and lead back to it. To a child bound to the city, nature is a great mystery, an unlimited adventure. He will find in the out-of-doors 'dynamic adventure latent in every common thing.' This is his birthright, traded for a mess of civilization's gadgets. To restore that heritage to the child is a proper function of day camping."—From *Day Camping*, National Recreation Association.*

Shop Talk

A WRITER'S ETHICS. If you submit written material to any publisher of books, periodicals or newspapers, it is IMPORTANT—to yourself and to your publisher—that you, as a responsible author or compiler of material, observe the following ethical procedures:

1. DO enclose a stamped, self-addressed envelope with your manuscript—that is if you want it back in the event that it is not accepted. Non-profit organizations cannot pay this postage; commercial publishers will not.

2. DO NOT submit the same article to several different publishers *at the same time*, if you wish to avoid embarrassment—to say nothing of the danger of a lawsuit. Publishers consider your material in good faith, and they cannot take the time to check, or to guess at, any other publishers to whom you might have sent it. When a publisher has finally accepted your material, remember that it is no longer free and clear for you to submit to another.

3. DO always be careful—when incorporating a quote in your article—to quote correctly. Always give name of author (correctly spelled), *correct* title of source of quote, the publisher, publication date, and price. This can be done in a footnote.

4. Be careful to quote names of books, songs, articles, and so on *correctly*.

* * * *

• The special playground issue of RECREATION will be published in May 1954 rather than in April.

• When planning to write-up your successful Easter programs, or other special programs, for RECREATION, please do so right after they happen, while they are still fresh in your mind.

Music Week

National Music Week will be observed May 2 to 9 this year. Send to National Music Week Committee, 315 Fourth Avenue, New York 10, New York, for program suggestions.

Leisure Time

"A man dislikes being a slave to too many gimmicks," writes Robert C. Ruark, in his column in the New York *World-Telegram and Sun*. "He derives a certain satisfaction from doing things with his hands. I suppose it's called personal achievement."

* * * *

Two recent issues of *Business Week* were devoted to the new leisure market and came to the conclusion that spending money for the new, increased leisure time will vitally affect our future national economy. There is just so much food, clothing, shelter and other necessities of existence, but there is no foreseeable limit as to what will be needed and can be used as leisure time increases.

* * * *

Tide, the advertising magazine, reported not long ago that the biggest factor in our economy today is the revolution in marketing resulting from the impact of leisure-time living, the do-it-yourself movement, and the shift to the suburbs.

* * * *

"In taking stock of new economic facts which must now be related to the recreation movement," Joseph Prendergast told delegates to the Boston University Recreation Workshop recently, "we must consider carefully what this new emphasis on leisure means to the lives of every child and adult.

"Recreation has significance in relation to juvenile delinquency, to the development of sound physical and mental health, to wholesome family living and even to the friendly relations of countries in the international field.

"But the importance of providing real recreation opportunity for millions of Americans in order to satisfy their increasing need for a creative use of leisure is a challenge to recreation leaders of the first magnitude."

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You Remember

Howard Braucher

YOU REMEMBER the watercress you found by the stream, the chestnuts, hickory nuts, walnuts, butternuts, the tiny beechnuts you gathered in the fall after the frosts, the sassafras root, the blueberries, the elderberries, the wild gooseberries with their thorns.

YOU REMEMBER the smells—in the woods, in the swamps, in the pasture, by the seashore, where the wild roses grew, or the little island just thick with violets, the smell of the clambake, the smell of the wood fire, the smell of the bayberry you ground up in your hands.

YOU REMEMBER the nice feel of the road dust on your bare feet, the good old "squush" of the mud between your toes, wading in the creek at recess, catching tadpoles to be watched as they grew up, turning stones over to find what lived underneath, the first joy of swimming in the ocean, of giving yourself entirely to the water.

YOU REMEMBER—if you lived away from the mountains—the first climbs, the delight of finding the springs you could drink from, coming on the deer, watching them bound away from you, getting above the timber line, above the clouds, and when the sky cleared, seeing for miles and miles.

YOU REMEMBER always the birds, the trees you climbed as a boy to study their nests, the pheasants flying up, perhaps the wild turkeys, the dozen or so little bobwhite following their mother on the ground, one behind the other, yet never walking in a straight line, the tiny hummingbirds always coming to the same place by the side of the porch.

YOU REMEMBER many sounds—the sound of the sea when it is calm, the sound of the sea in the winter storms on a rocky coast, the lapping of the lake water at your camp as you wake up in the morning, the sound of the wind in the trees, the cry of the loon on the lake, the sound of the rushing mountain stream, the roar of the great falls, the sounds of myriads of insects, the sound of the "jugger-rum."

YOU REMEMBER the sight of the first flowers, the wheat just coming out of the ground, the trees leafing out in the spring, the color of the leaves in the fall, the first snowstorm, sunsets over the ocean or the lakes that are unbelievable.

YOU LIKE NOW TO REMEMBER that much of our land and water and their sights and sounds and beauty withal belong to the people—deeded to them forever and forever.

From *A Treasury of Living*

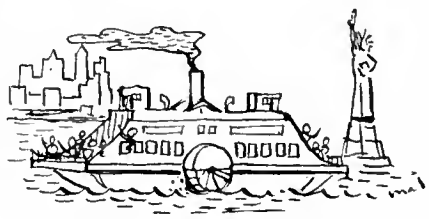
CITY DAY CAMPING

CLOSE to six hundred lucky youngsters from the sidewalks of New York are doing their summer day camping on a new and permanent fifty-acre woodland tract within the city limits but far from its steaming pavements. This year the children, between seven and fourteen, soon will usher in the second season of the Henry Kaufmann Campgrounds, the first day camp with a permanent site and facilities to be established in the city by a private philanthropy. While central administration, maintenance staff and program guidance are offered by the Henry Kaufmann Campgrounds of the Federation of Jewish Philanthropies, each of the four affiliated neighborhood centers simultaneously uses the site, plans and administers its own program.

When the new camping project was opened last year, the federation viewed it as a pilot experiment which, if successful, could be a model for three similar facilities circling the city and serving most of the 3,500 youngsters now enrolled in the federation's day camp program. The post-season evaluation was so optimistic that plans for a second permanent camp are now well under way.

To be sure, the children participating in the Staten Island project last summer were a mere handful from the more than 100,000 children throughout New York City who turn to day camps for their summer recreation. But the exciting venture is viewed by social workers and health department officials as a possible means to speed the improvement of modern day camping programs and standards in New York City and elsewhere.

Even enthusiasts in the day camping movement are disturbed about some existent low standards in this field, in widely separated geographical areas. Many of the problems in day camping stem from overcrowding and makeshift activities which have accompanied its sharply increased popularity in the last decade. But with its mushrooming has come additional understanding of its value and role in child care. The idea is no longer simply to take children off the streets. It can and should be a group-camping experience, encompassing almost everything but sleeping away from home, for those youngsters who cannot take long separation from family or community or who need sustained. supervised, all-summer care instead of just two weeks in the country. The idea behind the Henry Kaufmann Campgrounds—named for the foundation which donated the funds for the site



of this $250,000 undertaking—is to remove youngsters to a rural haven close enough to the city to make twice-a-day transportation feasible.

Each morning in July and August they gather in groups of up to 150 at the federation-affiliated community centers located in lower Manhattan and Brooklyn, and board buses for their island refuge. With the bus and ferry ride combined, the campsite still can be reached in one hour. The groups' experiences have indicated that such travel time need not be fatiguing and, indeed, that a variety of activities can be used to keep children happily occupied and relaxed. Quiet games, group singing, story telling, discussions, program planning and even dramatic play have been utilized to make travel educational and pleasurable. Considerable time is allowed for observation of historic spots.

Twenty-two federation-affiliated community centers are eligible to arrange for the use of one of the campsites—or half a site if that suffices—on a seasonal basis. The agency which sends the child also supplies his counselors and arranges his program upon arrival. The permanent campgrounds staff is charged only with operational and housekeeping responsibilities and with directing a few key, coordinated activities. For instance, a nurse is on duty to care for minor illnesses and injuries. Perishable foods such as meat, milk and ice cream are furnished in bulk and at cost to units who request them far enough in advance. Otherwise, each unit supplies its own lunches. A swimming pool director and his assistant oversee the transient counselors patroling the pool's edge while their campers swim. Here, as in certain other activities, the rules laid down by camp director Monte S. Melamed are enforced. At least half the counselors accompanying each group to the grounds must be on duty at the pool while their charges are in the water. Their responsibility begins with superintending required soap showers and includes shepherding their groups back to their units.

The roles of the nature and campcraft counselors are of paramount importance in the experience of young-

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Daniel S. Schechter

. . . . . Country Style

Camping adventures are made possible within city limits, but far from its steaming pavements and crowded streets.

sters, some of whom have not been "to the country" before. The nature cabin at camp is a retreat for the initiated and a constant source of curiosity for the newcomer. While the nature counselor plans activities in tree-planting and wildlife identification, gardening, campcraft and camping-out, animal husbandry, first aid and mapping, the bulk of the ideas and the means for their execution are conceived in the individual units. That's part of the camp philosophy: assistance but not domination by the permanent professional staff.

During most of the day, each agency is on its own. It has its own unit with a rustic-style shelter including storage space for clothing, teaching supplies and equipment, adequate toilet facilities (insufficient facilities often are a black mark against day camps), showers and drinking fountains, play fields, a council ring seating 150 and serving as a "theater in the round," a campfire place and craft facilities. Of course, each agency is eligible to use such central facilities as major athletic fields, the three ponds scattered around the camp (too shallow for swimming but one of which, at least, may be used for boating and fishing), the 100- by 40-foot outdoor swimming pool which may be lighted at night, the central office and store building, and, of course, the surrounding woods and fields. Although the camp is intended primarily for seasonal use by affiliated agencies, it has many other uses. Other social agencies also can arrange to use it on a daily basis for trips or picnics by organized groups six through sixteen years of age. Teenagers, young adults and adults occupy it during evenings, weekends, or at other times when children are not camping. Splash parties, campfires and cookouts, swimming and athletic meets, and track and field days have been held here by teen-agers during the warm weather. During the winter the camp has been filled with sleigh riders, skiers and ice skaters. During the school year, teachers use it for field work in the teaching of conservation, nature lore, crafts, outdoor and group living, forestry, geography and other subjects. It also serves as a training ground for agency staffs preparing to improve use of campgrounds in general, and is equipped to handle various groups using it on a limited basis for overnight and weekend camping during the off-season.

While the Henry Kaufmann Campgrounds serves as a model toward which other day camps may aspire, the board of directors is constantly considering how to improve it and day camping in general. The problem in New York City is especially acute. Of the 100,000 children ranging in age from three to sixteen years who use the New York City private and voluntary summer day camps, present laws protect only the 25,000 between ages of three and six.

In his message at the June dedication ceremonies of the campgrounds, Milton Weill, the federation president, urged the following six-point program to raise the standards of day camping:

(1) Provision by the park department of camp ground facilities in its acquisition of new recreational sites on the periphery of the city.

(2) Provision by the board of education in its acquisition of new sites for school buildings, in certain areas, for sufficient acreage to include day camping sites.

(3) Relaxation of the zoning laws to permit day camps to operate within a reasonable distance from the city.

(4) Relaxation of parkway regulations regarding bus travel on state and county parkways during certain hours of the day, to make possible quicker travel to day camping sites and to make feasible the utilization of country sites removed from the heavily congested city areas.

(5) Financial assistance from municipal and state governments on a fee-per-child basis to private philanthropic agencies accepting as day campers children under public care.

(6) Free transportation on publicly and privately owned ferries and bridges, a concession which New York City already has made.

To implement this program, Mr. Weill recommended that city and state officials create a day camp commission "that will have the power to regulate and enforce basic standards for day camps, and that it be composed of representatives of the various departments responsible for health and welfare standards, representatives of the park department and the board of education."

There is increasing recognition of the fact that in good day camps youngsters benefit from major camping facilities and obtain the valuable social experience through being part of their own small neighborhood group and even smaller age group. The Henry Kaufmann Campgrounds is making possible a day camping program that in almost all respects, except sleeping away from home, is a real country-counselor-camp experience. It marks an important advance for all of day camping in its struggle to come of age.

PATTERN for DAY CAMPING

This material, reprinted from the *Handbook of Day Camping*, put out by the Chicago Park District, gives how-to-do information valuable to a successful day camping program.

As Conducted by The Chicago Park District

Walk along in a park where a day camp is going on and—look! A group of boys and girls are trailing along, gathering dandelions as they go. The young leaves, they tell you, are "lettuce" for their noon-day salad, the yellow heads decoration for their camp table. As you approach the lagoon, you see boys and girls fishing, while close by are other campers seriously engaged in the business of putting finishing touches to their fishing poles. Across the way—near the playground—you can hear and, as you walk closer, you can see youngsters making individual tin can stoves. (Come early some morning this summer and you will be sure to see, smell and maybe taste a breakfast cookout.) Listen! Hear the singing? As you pass by the field house, there on a grassy plot where the trees grow tall (do you see the horse-chestnut?) the songsters are singing lustily as they help their animal puppets make a bow—and "on with the show!" What fun!

Program like this does not just happen. In the Chicago Park District day camps, it is the planning by the recreation staff which brings the fun of outdoor living-in-groups within the reach of a maximum number of boys and girls.

What Is Day Camping?

A day camp, as the name implies, is camping by the day. The campers come from home in the morning, live throughout the day with companion campers of their own age level and similar interests, and return home late in the afternoon to rejoin their families. This cycle, starting each mornin with family, reaching out to include camp life, and returnin each afternoon to the family, makes day camping a cooper tive undertaking, in which parents and camp staff sha the responsibility. Once the cycle is completed, there com another start—another day at camp planned to give t youngsters fun and adventure; the group experience of li ing, working, playing and planning together; opportuniti to use known skills and learn new ones; new experiences i the out-of-doors—experiences that lead to increased unde standing and new appreciation of the world about us.

Why Day Camps?—Day camping is comparatively inexpe sive and is, therefore, available to many children who othe wise might be deprived of camping experience. Its low co makes possible a longer camp period or season.

It frequently is of value as an introductory camp e perience, particularly for a child who, emotionally, is n ready to be away from his parents for any length of tim

A day camp program is child-centered and outdoors-ce tered. In combination, these two forces indicate a progra keyed to conservation: conservation of children and natural resources.

When we consider the fact that a child's summer of da camping with us may be his only camp experience, we beg to recognize our responsibility and the impact of our effor in this field.

The Day Camp Season—The length of the day camp season varies in different park locations from six to seven weeks. Some of the parks operate a one-period, others a two-period camp. The one-period camp serves the same campers throughout the entire day camp season, whereas the two-period camp is open to new registrants at the beginning of the second period. The re-registration of campers from the first period is welcomed unless the number of new registrants for the second period prevents it.

The opening date of day camps is determined largely by the day of the week on which July the Fourth falls. Since this is a variable factor, the first day of day camp is announced each year in the *Program Book of Activities* issued by the Division of Recreation.

The camps, in general, operate Mondays through Fridays from 9:30 A.M. to 4:00 P.M. Several camps, however, choose to schedule an afternoon-evening session once or twice a week, in order to make possible an evening get-together for parents and campers and/or an after-dark campfire program. Such variations in time schedules are made known when the campers register.

Who Are The Campers?— Boys and girls ranging in age from seven through twelve years. The majority of the youngsters live within walking distance of the park locations; a relatively small percentage come to camp by public and/or private transportation. Some of the boys and girls have had camp experience; some have not. The children represent different nationality groups, different racial groups, different religious backgrounds and varying economic groups. There may be some who have physical handicaps.

Few teen-agers register in our park day camps. We do not attempt to change this condition, for we recognize that, in general, youngsters in this age group wish for and perhaps need the broader experience of camping farther from home. Consequently, those teen-agers who show an interest in our day camps are encouraged to become a part of the camps through participation as junior counselors. Special training prior to the opening of camp and opportunities for in-camp training and consultation with adult leaders make it possible for the teen-age counselors to carry their responsibilities creditably.

Personnel

Every employee in a park that operates a day camp is considered an essential part of the camp staff. Following is a listing, by title, of personnel who contribute to the overall success of our day camp program.

Park Supervisor	Recreation Leader (Men)
Playground Supervisor	Recreation Leader (Women)
Instructor, Arteraft	Life Guard
Instructor, Craft	Attendant (Men)
Instructor, Drama	Attendant (Women)
Instructor, Physical Education (Men)	Police Officer
Instructor, Physical Education (Women)	Service Guard
Red Cross Swimming Instructor	

Our recreational personnel, with the exception of a small percentage of summer leaders, is employed on a year-round basis. This is an advantage in that the qualifications of leaders are known and used as a guide in camp placement. Proper placement—the right person in the right place—is important, for personnel, including volunteers, is one of the most, if not *the* most significant factor in the success of a camp.

Volunteer Counselors—The use of volunteers results in a reduction in camper load per camp leader and this, in turn, signifies better all-round camp program. This possibility is worth investigating.

Possible sources for volunteer counselors are: mothers and other adult relatives of campers; women who are members of park recreation groups during the indoor season; seniors—young men and women—who have "grown up" in park recreation groups; former teachers; former leaders in Boy Scouts, Camp Fire Girls, Girl Scouts; members of church groups, garden clubs, social agencies.

Final acceptance of a volunteer should be on a selective basis, effected through previous personal acquaintance and/or personal interview. A definite commitment to a time schedule is considered a "must." So, too, are qualifications number one and number two which are presented in the following section.

Qualifications Of All Personnel—They should:

1. Like children and adults; have ability to work with them.
2. Enjoy outdoor living.
3. Be emotionally mature.
4. Have good health.
5. Have ability to work cooperatively with other members of staff.
6. Be tolerant, considerate, fair-minded.
7. Be interested in contributing to the achievement of the objectives of the camp.
8. Have skills and abilities for specific responsibilities they are to carry.

In addition to the above qualifications, the executive director and the camp director should have the following:

1. Experience in administration and in working with groups.
2. Skill in the supervision of staff.
3. Initiative, resourcefulness and sense of responsibility.
4. Some previous experience in outdoor activities or camping.

Staff Responsibilities—Assignment to camp duties entails a temporary change in responsibilities and title. The tabulation below shows possible distribution of jobs by titles that identify them.

Park Titles		Camp Titles
Park Supervisor	acts as	Executive Director
Playground Supervisor	acts as	Executive Director or Day Camp Director
Instructor	acts as	Day Camp Director or Assistant Day Camp Director or Camp Counselor
Recreation Leader	acts as	Camp Counselor

Job Descriptions—Job descriptions, because they itemize in detail what is expected of each staff member, help the individual leader and the whole camp function more happily and efficiently. Indication, in the job analysis, of the relationship of each specific position to the total camp program is essential as an aid in bringing about the cooperation of

all staff in the performance of all camp duties. If, for any reason, adjustments in job analyses are indicated, the matter is referred to the staff for discussion and action.

The responsibilities of camp staff of various classifications are likely to vary in different camps. A suggested division of responsibilities follows.

Executive director should:

1. Have thorough understanding of day camp operation.
2. Promote day camp program through distribution of camp folders, posters, talks before community organizations.
3. Develop, through conference with area supervisor, camp director and counselors, the policies and general objectives of the camp; determine the location of the camp site; set the camp fee.
4. Collaborate with day camp staff in planning and presenting pre-camp and in-camp training courses.
5. Be aware at all times of what is going on in camp.
6. Collaborate with day camp director and assistant day camp director in administering the camp, making reports and evaluations.

Day camp director should:

1. Develop through staff conferences the objectives for camp and ways of carrying them out.
2. Collaborate with executive director and staff in planning and presenting pre-camp and in-camp training courses.
3. Cooperate with executive director and staff in administering the camp and in making inventories, reports and evaluations.
4. Organize and supervise program, equipment, facilities.
5. Work directly with children's group or groups in capacity of counselor.
6. Interview parents and prospective campers before, or at time of, registration.

Assistant day camp director should:

1. Take over responsibilities in the absence of day camp director.
2. Assist day camp director with supervision, administration, registration, pre-camp and in-camp training.
3. Help plan and organize rainy day programs and special all-camp events.
4. Act as counselor in children's group.
5. Organize and keep inventory of supplies.
6. Supervise all arrangements related to lunch-time milk for campers.

Camp counselor should:

1. Be responsible for a group of twenty-four children.
2. Help this unit group plan, and participate with them in carrying on their activities.
3. Keep record of attendance and of participation of group.
4. Report evidence of illness to the day camp director.
5. Effect a democratic plan of government for the group.
6. Evaluate progress of individual children and of group.

Training of Personnel

Pre-camp training is:

1. Presented for all day camps at a centrally located park. Open through approval of area supervisors, technicians and park supervisors—to all members or representative members of day camp staffs.
2. Presented at a centrally located park for all newly assigned camp counselors.
3. Presented at each local park day camp for all local camp staff, including volunteer counselors.

Fishing is a popular part of outdoor living at Garfield Park Day Camp. All gather for a measuring of day's catch

In-camp training consists of:

1. Staff meetings—Arrangements should be made for frequent meetings of all staff or unit staff for planning and evaluation.
2. Conferences—The park supervisor and the day camp director should welcome and be available for consultation with individual staff members.

Pre-camp training includes:

1. Discussion—The day camp staff evolves the objectives of their particular camp and the plan of organization; staff responsibilities; staff relationships; methods of registration, attendance, records.
2. Discussion—What are the campers' needs and interests? How can we meet them? Planning and carrying out a program in a camp; progression in camp activities; rest hour opportunities; camp government.
3. Practice, demonstrations, discussion—Program activities and techniques, including artcrafts, camp bulletin boards, campcraft, campfire programs, crafts, dramatics, games, nature lore, exploration of campsite, outdoor cooking, puppetry, rainy day activities, songs, story telling, swimming.
4. Information and exhibits—Resource materials; community resources and how to make use of them.

Pre-Camp Preparation

Explore the campsite for program possibilities and to ascertain maintenance needs.

Camp Records—Review records of previous years (consult area supervisor and predecessor for additional information and suggestions). Check inventories of equipment and materials.

Day Camp Calendar—Establish dates and hours for registration period (early registration aids in program planning); establish opening and closing dates; set daily schedule.

Publicity—Release publicity: include camp location, address and telephone number; park supervisor's name; day camp calendar; camp fee. Mail cards to former campers. Confer with school principals; provide them with publicity folders for bulletin board purposes.

Community Relations—Write or visit, personally, representative members of local churches, schools, parent-teachers' groups, civic organizations, local and metropolitan newspapers, radio stations and local theaters. Prepare posters and flyers for distribution.

Milk—Make arrangements with reliable dairy for scheduled delivery of milk.

Requisitions—The park supervisor submits a requisition to the area supervisor for the following materials and equipment.

Post cards	Pencils	Blotters
Postage stamps	Paper clips	Receipt books
Letter heads	Ink	Storage cabinets
Envelopes	Pens	Financial journal
Erasers	Thumb Tacks	Carbon paper

Work Orders—Approximately one month prior to the opening of camp, submit written requests for necessary maintenance relating to camp grounds; also, for the delivery and/or placement of benches, logs for the council ring, canoes, life preservers, archery targets, cookout grills, fishing poles, sand in sand-pits, athletic equipment, directional signs.

Equipment and Materials—Unpack and list items left over from previous year. Arrange in storage cabinets. Order necessary equipment and materials as soon as needs are known.

Camp Apparel—The camp fee, in some camps, is planned to include the cost of such articles as "T" shirts—marked with name of the camp—gob hats—a different color for different units—camp bags with identifying numbers.

As soon as quantities and sizes are ascertained at the time of registration, the articles should be ordered, so that distribution may be made on the first day of camp or very soon thereafter.

Trips—Ascertain cost of contemplated trips via bus (be sure to deal with a bonded company). Reserve dates for scheduled trips.

Health Examinations—Arrange, if possible, with local doctors for free medical and dental examinations of campers who cannot afford to pay for them.

Medical Report Forms—For the protection of the camper and the camp, each child should be required to submit a medical report authorized by a registered physician, certifying that the camper is or is not physically fit to participate in an active day camp program.

Absentee Forms—Absentee forms, printed or mimeographed on United States post cards are an essential office item (for notification to parents or guardian whenever a child is absent).

Instructions for Campers—A mimeographed copy of detailed instructions given to each camper at the time of registration will be an informative guide for children and parents that should facilitate easy adjustment to day camp program.

Professional Material—Obtain from the Special Library, Burnham Park and from the Chicago Park Library printed materials on day camping, nature crafts, dramatics, games, waterfront activities, artcrafts, Indian lore, outdoor living.

Program

Pre-Planning—The day camp program should be preplanned in terms of the over-all objectives of the camp and program possibilities. Objectives are considered from three points of view:

1. The campers. Each looks forward to fun with other children, to learning new skills, to belonging in a group.
2. The parents. Their aims in sending their children to camp coincide with those of the children, but they extend to include physical, mental and social development and appreciation of the outdoors.
3. The camp staff. Their goals parallel the aims of the parents, but are analyzed more definitely in terms of program activities that produce appreciations and other intangibles.

These objectives are guide lines to the staff in building and carrying on all phases of program.

As a first step in program development—prior to the opening of day camps—staff members work together to plan program possibilities:

1. They analyze their particular camp situation into its components and interpret each factor in its relation to program possibilities.

Campers: Consideration should be given to age, sex, interests, interest span, physical development. Have they had previous camping experience?

Camp Staff: How many staff members in proportion to campers? What specific teaching abilities does each staff member have? What new activities can staff members learn to teach (through pre-camp and in-camp training)?

Camp Site: What specific resources stimulate program? (Swimming pool, sand pit, trees, birds, insects, flower gardens, weeds.)

Community: Is it a home community of beautiful trees and lovely gardens? Is there a public library—and possible story teller service? Is it an industrial neighborhood? Make arrangements to use the facilities for explorations.

Materials and equipment: Kinds and availability of materials and equipment are important factors in determining program.

Camp Fund: Individual camper fees and programs are to some extent inter-dependent; one may limit the other. The camper fee is set in terms of program needs and the total of all camper fees constitutes the camp fund, which is used one hundred per cent for camp program purposes.

2. Camp staff makes a list of activities they consider worthy of inclusion in the camp program.
3. The staff members together select activities that will achieve the over-all objectives of the camp. They emphasize: activities that are best carried on in the outdoors; those that produce understanding and appreciation of nature; those that produce group spirit—in planning together, singing, cooking, group games, competitive stunts.
4. The camp staff selects and schedules program highlights such as a nature field day, a birthday party, a progressive cookout (each unit plans, prepares and serves one course to

all other units).

5. The staff members include parent's night or family night in the program plan—if not on a weekly basis, at least twice during a camp period of six weeks.

6. The entire camp staff checks the pre-program plan. Is it recreational, educational and health promoting? Does it provide for rest periods, for progression in activities? Does it include a definite plan for the first day or first few days of camp, for use before the campers are well enough organized to help with the planning?

Final Test—Does the pre-planned program indicate the probable achievement of camp objectives — objectives of the campers, parents and camp staff?

Why Pre-Plan Program?—A Program Guide developed by staff members is helpful in many ways:

1. It defines the goals of the day camp program and presents concrete suggestions for the attainment thereof.

Indian pageantry programs like this "don't just happen."

2. When camp opens, the program outline for the first day of camp (included in the program guide) acts as a starter for camp activities. It helps everyone off to an excellent beginning.

3. Participation in the step-by-step development of the program guide imbues the staff members with confidence in their ability to offer program suggestions, to lead program activities, to guide campers in planning daily program, to adapt program to change in conditions.

Unit Organization—Division of the campers into groups or units, based on age, interests and camping experience, is a program aid that should be effected on the first day of camp.

It is a device that gives children an opportunity to create a unit-home where they may live together all day in the open; an opportunity to plan and, because the group is small, have a voice in planning activities; and an opportunity to carry out these activities.

One or more adult counselors work with a unit in planning activities for the following day, and participate with them in carrying out these daily plans. The children in a given unit check in every morning and out every afternoon with their unit counselor.

On their first day together in their unit-home, the campers select a name—the name, perhaps, of a favorite tree within the campsite, or, if they are Indian-theme campers, they may adopt an Indian name.

Other Than Unit Activities

Cutting Across Unit Lines—Unit lines are crossed when members of specific interest groups gather, from the various units, to follow through on a given project. Or, one entire unit will combine with another for some special activity. Also, there are many all-camp activities in which all units and camp staff participate. At least two of these—the opening and the closing assembly—are scheduled daily.

Daily Program—As discussed under Pre-planning Program, the camp staff follows a tentative program plan for the first few days of camp. As soon as the counselors become acquainted with the campers, and the campers come to know each other well enough to talk and plan together, campers and counselors cooperate in planning a daily unit-program.

In addition to the unit plan for daily program, the camp staff and campers develop a daily guide which schedules the routine phases of program, the use of facilities and equipment and the highlights of the current camp period.

After camp starts, program is planned by *camper groups*—units, all-camp program committee, and committees for specific activities; *staff groups*—in cooperation with camper groups, and in all-staff meetings, unit meetings, unit-staff meetings; *committees*—from camper and staff groups, to carry out special plans.

Evaluation of Program—This must be continuous throughout the day camp season. It is the responsibility of the park supervisor, camp staff and campers. A final appraisal should be made as soon as possible after the close of the season. The accumulated data will be invaluable in making plans for the following year.

Program Hints—Provide for progression in camp activities, in order to assure new goals and the continued interest of repeater-campers. Do not over-program. Allow for leisureliness that will, in turn, allow each camper to set his own pace and have some time to do the things he most wishes to do. Remember that the program plan is only a plan—subject to change when interests and conditions indicate a change.

Campkeeping

This is comparable to housekeeping at home. It includes daily work jobs geared to keeping the unit living quarters and camp headquarters clean and orderly. These work jobs—commonly known in camp as "kapers"—are divided among all the campers; workers are assigned to jobs in pairs, small groups or patrols. A unit counselor works with the patrols. In sharing the responsibility of maintenance, campers develop a sense of "belonging" and of pride in their camp. All campkeeping groups work, in turn, at all work jobs.

What are the essential kapers? Who, specifically, is responsible for carrying them out? These questions are discussed by campers and camp staff; the conclusions are recorded on a "kaper chart," which shows day-by-day job assignments.

It is suggested that a kaper chart, detailing chores pertaining to the entire camp, be posted on the bulletin board at camp headquarters; that a chart, detailing unit and pertinent all-camp chores be posted at each unit site.

Campkeepers should observe the park groundsmen as they work, get acquainted with them and cooperate in keeping camp areas clean and orderly. Such participation will lead to an understanding of maintenance problems, appreciation of outdoor beauty and development of civic pride.

A NEW VENTURE IN DAY CAMPING

Daniel E. Wagner

WHETHER it be resident or day camping I am sure that everyone in the recreation field is in agreement that each and every child should have the opportunity to enjoy the fun of camping in some form, and that whenever it is within the power of the recreation staff to accomplish that objective, it should make the most of the opportunity. The chance to serve a group, heretofore unserved, presented itself to the Dayton Division of Recreation early in the summer of 1953. I received a telephone call from Dr. H. H. Williams, health commissioner, who asked me if we could provide a day camp site and a day camp program for a group of diabetic children. To this I replied that we could do so and would be very happy to collaborate in such an experiment.

Dr. Williams, and others of us in municipal service have been concerned about the limited recreational opportunities available to handicapped groups, and it was he who conceived the idea that a day camp program might be provided for diabetic or even cardiac cases. After his contact with me, he proceeded to talk with Dr. Thomas P. Sharkey, a local specialist in the diabetic field, about the possibility of such a venture. Dr. Sharkey, who is very much aware that many such youngsters miss the fun that accompanies the "growing-up" process, because they live a rather sheltered life, was most enthusiastic about the idea and expressed his willingness to contribute his efforts to its successful promotion.

Arrangements were made to call together a group of people who were interested and who would be involved. Dr. Sharkey, representing the Montgomery County Medical Society; Mrs. Barbara Ort, city nutritionist; Mrs. Hannah Blalock, a dietitian representing the Dayton Dairy Council; Mary Heiland and Mrs. Henry Stout representing the American Red Cross Motor Corps and Canteen Services, also Mrs. Walker, A.R.C. dietitian; and myself representing the Dayton Division of Recreation. The campsite was not equipped with cooking or refrigeration equipment, and the Frigidaire Company loaned us a stove and refrigerator for the kitchen. Dr. Williams related to this group the results of research, indicating the existence of a few resident camps for diabetic children, but no record of any day camp programs in operation. Here was an opportunity to pioneer in a new field. The assembled group accepted the challenge wholeheartedly and immediately began to make plans.

The Red Cross agreed to furnish daily transportation to and from the camp. Its Canteen Service agreed to furnish some kitchen utensils and several volunteers each day to prepare the food. The Dairy Council agreed to furnish the food. The Montgomery County Medical Society offered its services through its member physicians, so that a doctor would be in attendance each day. A number of registered nurses contributed their services. The parks division volunteered to get the location ready, and the division of recreation furnished a recreation instructor for supervision of the recreation program—and the necessary materials and equipment. These people held several planning and orientation conferences prior to the actual operation.

The site selected for the camp was a beautiful wooded tract of fifty acres of virgin timber owned by the City of Dayton and approximately ten miles south of the city. Registration limit was set at fifteen since this was an exploratory experiment for which we had no past experience with which to compare —from any source. The ages of the children served were between *ten* and *thirteen*, and registrations were accepted from anywhere in the county. Dietitians received and recorded the physical prescriptions for each child, and we were ready to start.

The children met at a central location daily where they boarded Red Cross station wagons at 9 A.M., arriving at the camp at 9:30 A.M. A normal day camp program of activities was conducted, since the physicians recommended that the participants be treated in a normal manner insofar as the program itself was concerned. The recreation instructor had been briefed on symptoms, and was able to detect insulin reactions to which he would call the physician's attention. After midmorning feeding and a medical-check, an active program of physical activities was scheduled. Lunch was followed by a rest period, then instruction was given in simple handcrafts. The craft period was followed by games and contests before closing the program for the day. On several occasions, an open campfire was built and the children had the fun of preparing their own meal, according

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to their individual food requirements. At four o'clock each day the station wagons again loaded their passengers for the return trip to the city. The program operated daily, Monday through Friday, for a two-week period.

The committee and all of the volunteers engaged in the program were more than pleased with the results of the experiment and began formulating more ambitious plans for the season of 1954, even to the extent of providing overnight sleeping accommodations. The possibility of doing the same thing for cardiac cases is under consideration with the probability that this will also be attempted in the 1954 season. The entire program was provided without any cost whatever to the participant. The Dayton Rotary Club will financially sponsor the 1954 program.

One of the most gratifying results of the experiment was the manner in which the children adjusted to group conditions, as most of them had experienced these only in school classrooms or under the watchful supervision of their parents. The parents, themselves, were well pleased with the individual results and cooperated with the committee in every way possible. The experiment provided one more opportunity wherein the public health and recreation agencies were able to work cooperatively on a project for the welfare of the public in our community.

Day Camping in City Parks

From a talk delivered at the "Success Symposium," League of California Cities Conference, October 1953

L. L. Seifert

THE success part of this story of a recreation supervised day camp in a city park is community-wide, not just an opinion of recreation personnel.

Camping is a vital part of our American heritage. As a summertime activity it has long been accepted as valuable for a relatively small group of children. According to a statement of the American Association of School Administrators, made in 1945, only about five per cent of the girls and boys enrolled in public and private schools in these United States had some type of camp experience. In this small group are the children whose parents can afford to pay well for the summer vacation experience and others who are sent to camp as guests of charitable groups interested in the health of underprivileged children. Some children are too young for an extended camp experience, but more than half could profit not only physically but socially, emotionally and intellectually from a camp experience which aims to do more than to entertain or even to transplant to the woods, or the open country, activities which children can enjoy in a city.

MR. SEIFERT, *the author, is the executive director of the Chico Area Recreation Department, Chico, California.*

There are numerous direct learning experiences in the camp program. In addition, however, there are many more concomitant learnings of which the child is not aware and which are equally important in the education of the total child.

The Chico Recreation District day camp program handles an average of sixty-five children per day for a week's camp experience each, and operates for six weeks. The children are taken to the campsite in Bidwell Park by school bus each morning at 9:00 A.M. and returned to town at 4:30 P.M. On Thursday this schedule varies so that the bus leaves town at 6:00 A.M. for a Bird Watch and returns at noon. On Friday the bus leaves at noon and returns after a campfire program at 8:00 P.M., to which all parents are invited.

One of the first aims of the camp program is to live close to nature, to do so pleasantly, healthfully and comfortably. Therefore, nature study and nature lore is considered the most important part of it. Last year the program included pioneer and Indian lore, hiking, nature study, crafts, fire making, cooking, singing, dramatics, story telling and swimming. Some specific activities were bird, reptile, butterfly and insect study, trees and shrubs, compass work, map making, conservation.

Indirectly, the campers learn group living, outdoor good manners, cleanliness, the care of our parks and protection of our natural resources.

We believe that there is a large carryover in knowledge among our campers, which in future years will tend toward an awareness and appreciation of our public park areas, whether they be city, county, state or federal.

Why our camp program is valuable:

1. To the recreation district—a healthy recreation program, highly approved of by campers, parents and the community.
2. To the park department—a dissemination of knowledge and appreciation of our parks which will tend to reduce vandalism.
3. To the parents—a healthy, happy child with many new interests.
4. To the child—new ideas, skills, friends and an appreciation of nature.
5. To the community—children who become better citizens.

The success of this activity, I believe, is in keeping the camp program keyed to nature, and continued development of good learning situations.

Meet Me in St. Louis

T. E. Rivers

• Hardly has one National Recreation Congress ended but the next one begins. Sure enough, immediately after the Philadelphia Congress a questionnaire was sent to all those who attended, and replies have been received from a large number to help those of us responsible for planning the St. Louis Congress.

It is gratifying to note that more than fifty per cent of those supplying information attended the Philadelphia Congress at no expense to themselves personally. The percentage was about the same for Philadelphia as for Seattle a year before. This represents recognition by public and private agencies of the value of the Congress. The corresponding fact that many can attend and do so only by paying part or all of the cost personally is also a tribute to the Congress program and constantly challenges those who work on the Congress year after year.

Again this year the "Rough Draft" was well-received, and those responding to the questionnaire were three to one in favor of it. The fact that a fourth of those replying still seem to remember, favorably, the summary sessions of the past is of interest, especially since many who responded this year probably never attended a Congress where these were presented orally at the morning general sessions.

Several of the questions related to the subject of general sessions and, by a great majority, the delegates seem to feel that eight-thirty is a good starting hour for the evening sessions. The few who suggested starting somewhat later were outnumbered by those wanting to start before that hour. As at most large gatherings there has been a tendency for delegates to arrive for general sessions later than the scheduled hour. Several suggestions were submitted for helping to encourage promptness, frequently including the comment that if the meetings began right on the dot, delegates would soon mend their ways and be on hand.

One delegate took special pains to analyze Congress tardiness, and he reported about as follows: Delegates are obviously late because they want to eat at interesting and popular restaurants. This is a good thing; but delegates lose all track of time during the busy Congress days, and planning must be done for them. If we want them at a general session at eight-thirty, this means that they must be in the vicinity by eight o'clock or eight-fifteen. We must allow two to two and a half hours for dinner, slow service and taxis. This means that the delegate must leave the hotel for dinner not later than six. Allowing half an hour for bath or shower and change of clothes takes us back to five-thirty. Since delegates like to chat for at least an hour or look at the exhibits after a session, the meetings should close at four and the exhibit area should close at five-thirty instead of six. "This will force us," he concludes, "to keep on schedule without hurrying anyone." What are *your* comments?

There was strong evidence of desire for more free time at the Congress, without too specific agreement on just what should be omitted. A gratifying number remarked on the high calibre of the addresses in Philadelphia. Some felt prominence and reputation of speaker were less important than ability to make a good speech. Others thought that prominent people need educating in the field of recreation and that asking them to speak is a good way to educate.

There was practically unanimous support of the idea that the chairman of a section meeting has a great deal to do with its success. There was also strong sentiment in favor of better preparation for program responsibilities on the part of panel members—or discussion leaders. And a heavy vote was cast for making as much time as possible available for discussion from the floor. There was some interesting difference of opinion between those who thought recreation administrators should chair all section meetings and those who thought that recreation administrators did not necessarily make the best chairmen.

Specific suggestions of topics are most helpful to those who are ultimately responsible for setting up the section meetings. A wide range of topics has been suggested in response to the questionnaire and in letters commenting on the Philadelphia meeting. Topics which could not be included in that program will also need to be reconsidered this year; and the St. Louis Local Arrangements Committee and the Midwest District Advisory Committee will doubtless have specific topics to suggest. Others who want to make nominations are urged to do so immediately, spelling out their ideas as specifically as possible.

It is evident from the suggestions received that there is continuing hunger for discussion of old-age problems, public relations, personnel problems, finances, sports and athletics. It was even suggested that the same topics discussed at Philadelphia be discussed all over again. In addition to these topics which are old friends, a few new topics have been submitted and many more will be welcomed. What are the new developments in program, areas and facilities, administration?

Much study will need to be done by the many Congress committees in the weeks immediately ahead. With the cooperation of those who have ideas and who are willing to share them, we hope to present soon an outline of a Congress program which will come even closer to satisfying the needs of the delegates than we have been able to do in the past.

MR. RIVERS *is the assistant executive director of the NRA and the secretary of the National Recreation Congress.*

PLANNING FOR RECREATION IN THE MODERN CITY

Henry Fagin

Mr. Pomeroy pointed out[1] the fact that most modern cities—all of them, perhaps—actually are made up of the old and the new alike. I would like to further broaden our idea of the "modern city." If, therefore, you find me wandering from what might be called the big city out into the suburbs, it is only because the big city is wandering out there itself.

I recently had a fine lesson concerning two pairs of distinctions which will be the twin subjects of my remarks here. The first of these distinctions is between policies and measures for carrying them out.

The second distinction separates those public questions which are adequately answered by normal legislative procedures, from certain other questions which warrant special and fuller consideration than the normal minimum processes, by which local governmental decisions are made.

My lesson regarding these distinctions began one day when I motored through some rural areas where farming was going on. I was stopped by a warning sign along the road which said "Watch Out For Trucks." It made me look over to the left of the highway, where I saw what had been a big farm being cleared and an industrial plant being started. This was many miles away from the city, but the plant was clearly part of the big city industrial economy.

Now, there was just that sign along the road to warn that something was coming. The next time I came by, however, the plant was nearly completed. It had been opened for work and there was so much more traffic that they had painted paving markings to show where trucks and cars were coming in and out. There was a complicated lane system painted on the paving, to separate automobiles that were going straight ahead from the automobiles—and there were lots of them—crossing the opposing traffic into the plant.

Some time later when I passed that way again, it was evident that the pavement markings had been found insufficient because of the very large numbers of vehicles using the growing intersection. The paving markings had been replaced by permanent channels denoted by concrete curbings which actually guided automobiles as to where they should turn and where they should wait. Evidently this also proved insufficient after a while because the next time a traffic light had been added to the channel markings.

Then one day, quite early in the morning, when the shifts were coming on and off, there was so much traffic that not even the channeling and the traffic light were sufficient for safety. A policeman was out there directing traffic. The last thing that I found was a big overpass spanning the highway. It had been constructed in such a way that there was no longer any problem of crossing traffic. Vehicles were fully separated.

You will note that in the various installations that were tried by the municipality where the factory was located, some of the things cost very little money—just the cost of paint or the relatively small cost of a traffic light. The final bridge put there, however, cost a great deal of money. I will return a little later to this distinction: the fact that some types of improvement cost very little money and if they prove insufficient they can be replaced with other things

[1] See "Planning for Recreation in the Modern City, Part I," by Hugh Pomeroy, in February 1954 issue of RECREATION.

MR. HENRY FAGIN *is the planning director of the Regional Plan Association, Incorporated, in New York City.*

that also cost little money; whereas there are other types of improvement—and the overpass is one example—so expensive that they should be undertaken only when the need is very definite and when it is also very clear that the facility built will take care of the need.

Each time I passed by the factory, I noticed other changes along the road, changes taking place in the countryside around the factory. The mansions on a hillside, looking down over the big farm area, had in recent years been inhabited by commuters. Then some lunch wagons and shanties sprang up along the sides of the road, initially to serve the workers who were building the plant. Later these were converted into stores to serve the employees of the plant, because it was far away from any shopping center with existing stores and cafeterias.

Next, the surrounding farmland was being cut up into lots; and because of the kind of employment in the plant the lots were small. Fields and woods in which boys had romped for many generations now became paved areas and front lawns. One day there was a minor flood because all the roofs and driveways were shedding water rapidly, whereas what they replaced—the farm-

land—had soaked up water as quickly as it fell.

One could see that enormous changes had been brought about by the decision of somebody to build the factory. The farm country had given way to a species of urban development. Traffic had increased on all the roads. These now were congested by large numbers of people coming and going by automobile and bus and by large and small trucks.

Land values had been greatly changed in the area too. The amount of space customary for each house had become very much diminished. Where formerly no organized recreation program had been thought necessary because man, woman or child could walk outside the house and have all the space wanted for recreation, now there was an extensive urban area, and one had to go quite a distance to reach a place where a ball could be thrown without danger of breaking a window.

There was a rural school nearby and its educational program had been changed by this factory's coming. They still provided education for some children who intended to go on to college, but now trade school education was demanded, and they were giving over part of the school to machine-shop education and the like. And, of course, an area that had never had a recreation problem of any kind suddenly realized that here was a recreation problem with a capital *R*. The problem of a recreation field for employees, during their lunch hour in the summer, reared its head, and many other recreation problems were brought about simply by someone's decision to put a plant there.

Now, the kind of question that was involved in the factory's coming to that place, it seems to me, is quite different from the question of whether to start off by putting a traffic light up or by painting lines on the paving. In the latter instance the expense involved is low, and it is easy to correct a mistake if one is made; so the normal procedures of settling such matters in a municipality are adequate. On the other hand, the decision to re-zone land so as to permit a factory where there had been none—where the area had always been thought of as having a residential or a farming future—that decision is one for which the normal day-to-day processes of government are inadequate. We must find some way of settling this kind of major policy question by a procedure which will involve more people in the community than just a group of five or seven trustees or councilmen who meet routinely and dispose of business in rapid order.

What is the normal procedure for settling local governmental questions? If it is a matter of a traffic light, some commissioner—the commissioner of public safety, let's say—draws up an ordinance and proposes it; the ordinance is introduced into a session of the council; there is a public hearing advertised in very small print on the very back page of the paper, or even the page next to the back which is even more obscure; then there is a public hearing with a few people possibly hearing about it; a vote is taken and the matter is disposed of.

I believe that kind of procedure wholly inadequate for the settling of problems—and the factory is only one of many examples—that really involve change in the whole character of a community. For such kinds of questions, more extensive means are necessary.

I mentioned, as an illustration, the question of whether or not to bring a factory into an area. I did not mean to indicate by my remarks that it is unwise: I just meant that it means great change. Sometimes great change is necessary. Sometimes, quite the contrary!

The borough of Princeton, New Jersey, employed a planning consultant to help with a new zoning ordinance. A series of local, informal meetings were held to sound out public opinion on what sort of thing citizens wanted Princeton to become. Very lengthy debates ensued. People from Princeton University expressed the things that they wanted of the borough in order to make Princeton the kind of educational institution it should be. Merchants expressed their desires. With a competing shopping center imminent not far from the borough, the merchants wanted to have parking facilities built in the borough so as to be able to compete successfully. Homeowners expressed their desires.

When all the desires had been expressed, somebody summed them up by saying, "You know, it sounds to me as if most everybody wants Princeton to be the way it was in 1950." A city planner who was present, said rather sensibly, "You have just stated what should be the guiding policy for regulation in Princeton." He went on, "We normally think of a master plan as a map with future streets and with future land uses and with future parks. I think that the master plan of Princeton ought to start with a statement, 'It is intended for Princeton to be the way it was in 1950.'" That sounds kind of backward, but the more you think of it in relation

to Princeton, the more you see the statement as a very sound policy and a policy that enables other decisions to be made.

Nobody should fool himself into thinking such a decision means that nothing needs to be done. When you think about it, great numbers of things need to be done if a good community is to remain a good community. But this is an example of a policy. The advantage of having recognized the policy is that it now makes clear what to do about various other matters—zoning, land control, recreation, schools, and so on.

I could illustrate this general kind of policy setting with a great many other things: (1) whether to have industry or not; (2) whether each lot should have open space on it for recreation or should be closely landscaped, recreation for little children to be provided on municipal areas scattered amid the residential sections; and (3) whether the community should distribute the population evenly on large lots all over town or should zone for concentration of houses and apartments on smaller lots so that large remaining areas can retain a country-like flavor.

There is the policy question faced in one community in the New York metropolitan region — Mountain Lakes — "How fast should we grow?" They decided that, in order to have the community develop at the pace they felt proper, they should buy up all the land available for subdivision. The borough bought about a third of its territory and they have made that third into a big borough reserve. Occasionally they sell lots from it when a need for more houses is recognized. The policy they established was that the Mountain Lakes area should remain a country-like place; that they wanted to preserve some of the land without anything built on it, on the good reasoning that by taking some of the land off the tax rolls for recreation areas, the other land would contribute more and thus more than offset it.

I could illustrate this principle—that policy must precede measures to carry it out—in the recreation field also. I was reading a chapter on recreation, and I found the principle very well expressed by someone writing in your field. He was calling attention to the fact that fifty or sixty years ago the private agencies in each community and people in families on their own land carried the major burden of whatever recreation facilities were needed. But, in modern times, with the outward extension of large cities, people cannot just go out for a short walk and be in the country. Open land has become scarce in the very places it is most needed.

He says: "Provision of space and large-scale facilities has become widely accepted as a primary responsibility of public recreation units. It is no longer appropriate for private philanthropy to supplement this facility provision except as occasionally a group of citizens contribute to acquire property for transfer to public authorities to operate. This function is appropriately one for tax and bond issue support, namely, the provision of adequate open space for recreation.

"The reasons underlying this principle are quite clear. Public bodies possess certain powers of condemnation which enable them to acquire property needed for development. In many cases location and acquisition of these facilities is an integral part of other public planning, such as planning for highways, schools, industrial development, and zoning. Above all, it is now difficult, if not impossible, to finance their acquisition, development and maintenance through private resources."[2]

Thus, he poses a key policy decision that a community has to make: the question, how much to depend on private recreation sources, and how much on public, needs to be considered by the whole community. Once decided, of course, it clarifies what is to be done by local government.

[2] Bradley Buehl and associates, *Community Planning for Human Services* (New York; Columbia University Press, 1952), p. 379.

Another major policy matter in the field of recreation is the question of how much emphasis should be put upon participation sports and how much upon spectator sports—for instance, whether to put the resources of the community into a big stadium for a major football team that will be the focus of civic feeling all fall, or rather to invest in a skating rink or pathways for nature walks or golf links.

Similarly a community must decide whether to divide into natural neighborhoods, with an attempt to provide adequate recreation within close radius of the houses, or whether, on the other hand, to spend large sums of money on larger but more remote city-wide recreation facilities. In New York City there is a proposed program to have playgrounds on virtually every block (one extreme) and the wonderful development of Jones Beach (the other extreme).

You have probably heard about a southern city where, in order to get adequate school sites for the most crowded central housing area, they decided to buy land three or four miles away, on the periphery beyond the municipal boundary, and to provide bus service. They will take city children from their home neighborhoods to this remote site for education. I am sure this plan entails a far greater change in daily life than people realized when they decided to depend upon bus transportation rather than upon bicycles and walking.

Another major municipal policy decision involves the relation of park administration, recreation administration, and the school system. As you well know, all three are parts of recreation, but in many places they pull in three directions. It should be a matter of public policy, adopted and set forth clearly in writing after discussion, that these three recreational operations are to be coordinated.

Finally, what quality of recreation is desired—highly organized games (baseball, soccer, and the like) or more informal types of recreation (picnic grounds, volley ball, hiking, boating)?

These examples illustrate the kind of policy decision that necessarily must come before a decision as to just which facilities to build and where to build

them. Often, however, policy is set without very much forethought. Communities, in fact, sometimes are not conscious of the fact that they are making policy decisions. As an example, I mentioned earlier the possible alternative, to concentrate development in some neighborhoods of an open sort of town so as to have other large countrylike areas undeveloped. Recently I had occasion to discuss this pattern with officials of a town where the zoning was arranged in this fashion. But when I asked what the policy was, the officials declared that they weren't aware of having any in particular. Yet they actually had adopted a major policy affecting the whole future structure of the community. It is likely that the factory, described earlier, was similarly accepted in the rural area with very little critical study.

Lieutenant Governor Frank Moore of New York, a luncheon speaker at the Eighth Regional Conference of the Regional Plan Association, remarked that the thing he was proudest of in seventeen years of experience in state government was his success in enlisting citizen committees to settle key problems of state government that the legislature had not been able to solve. He recalled more than two hundred committees that he had called into being.

He was particularly proud of the fact that in all seventeen years, in all several hundred examples, on only one occasion had a legislature failed to pass legislation recommended by these committees. That is a most remarkable record. You will be curious as to the one exception: it was a recommendation for the city of New York to have a transit authority. Made ten years ago, it was adopted only this year.

It would of course be carrying coals to Newcastle for a regional planner to aim at explaining to you the recreational details introduced in my talk. Neither Hugh Pomeroy who preceded me, John Howard who now will follow, nor I, pretend to instruct you in the matter in which you are expert. I do hope, however, that I will have reinforced at least one thought. It is the conviction that the planning way of conducting public business is the democratic way; that administrators of public programs, including recreation programs, have a solemn duty to bring broad policy questions into the open for public discussion and majority determination; that the surest path to adequate community facilities leads through the people.

(To be continued next month.)

RECREATION LEADERSHIP TRAINING COURSES

Date	*Location*	*For Further Information*
April 1-3	Mountain Folk Festival, Berea College, Berea, Kentucky	Mr. Frank H. Smith, Box 1826, Berea College, Berea, Kentucky
April 9-10	Kentucky Folk Festival, University of Kentucky, Lexington, Kentucky	Dr. James S. Brown, Chairman, Kentucky Folk Festival, Department of Rural Sociology, University of Kentucky, Lexington
April 25-May 1	Buckeye Recreation Workshop, Urbana Methodist Church, Urbana, Ohio	Mrs. Frederick F. Smith, 131 South Wayne Avenue, Cincinnati 15, Ohio
April 26-30	Fourth Annual Presbyterian Recreation Laboratory, Druce Lake Camp, Illinois	Mr. J. W. McCracken, 2330 N. Halsted Street, Chicago 14, Illinois
May (tentative)	Black Hills Recreation Leaders Laboratory, Nemo, South Dakota	Miss Mary Frances Lyle, College Station, South Dakota
May (tentative)	Wisconsin Recreation Leaders' Laboratory Association, Chippewa Falls, Wisconsin	Mr. Bruce L. Cartter, 314 Agricultural Hall, University of Wisconsin, Madison 6
May 6-8	Sixth Annual Recreation Conference, State College, Pennsylvania	Mr. Hugh G. Pyle, 209 Central Extension Bldg., Pennsylvania State College, State College
May 12-19	"Chatcolab" Recreation Leaders' Laboratory, Chatcolet, Idaho	Mrs. Betty Stutz, R. 2, Box 141, Gig Harbor, Washington
May 17-22	Hoosier Recreation Workshop, Merom Institute, Merom, Indiana	F. L. McReynolds, State Club Office, A. E. S. Annex, Purdue University, Lafayette, Indiana
May 23-29	Missouri Recreation Workshop, Clover Leaf Camp—C-2, Lake of the Ozarks, State Park, Missouri	Mr. Robert L. Black, Missouri Division of Resources and Development, 8th Floor, Jefferson Bldg., Jefferson City, Missouri
June 1-22	Workshop for Professionals in Rehabilitation, joint auspices of Columbia University and Institute for the Crippled and Disabled	Mr. D. G. Weiss, Institute for the Crippled and Disabled, 400 First Avenue, New York 10
June 28-July 16	Workshop on Outdoor Education, School of Education and Division of Land and Water Conservation, Michigan State College	Mr. Julian W. Smith, Associate Professor, Outdoor Education, School of Education, Michigan State College, East Lansing, Michigan

All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the dates indicated: January, February and March programs will be listed in *December*—information should reach us by October 15. April, May and June will be listed in *March*—deadline for information is January 15. July, August and September will be listed in *June*—dealine for information is April 15. October, November and December will be listed in *September*—deadline for information in July 15.

Preparing for turtle race for tots.

St. Clair Metropolitan Beach

A New Recreation Oasis

Bernard Ballantine

On what once was nothing but marshland and submarginal ground there has arisen in southeastern Michigan a recreation oasis that rapidly is becoming one of the greatest and most beautiful summer-winter outdoor areas in the state.

The site is the St. Clair Metropolitan Beach, located on Lake St. Clair, fifteen miles northeast of the Detroit city limits. Although known as a beach, the word in some sense is a misnomer as the place is open the year around and caters to almost as many ice fishermen, skaters and winter sports enthusiasts as it does to summertime bathers.

The beach is a unit of the Huron-Clinton Metropolitan Authority which was established in 1940 by referendum for the preservation and development of the scenic beauty and recreational opportunities inherent in the valleys of the Huron and Clinton Rivers.

The Authority embraces five counties whose population totals over three million people. The counties are Wayne, Oakland, Macomb, Washtenaw and Livingston. It is financed by local taxes of a quarter-mill per year on the total assessed valuation of each of the counties.

Since the Authority came into being, more than five million dollars has been expended in the development of the beach and parkway. Approximately the same amount has been spent in developing other phases of the five-county project, with its landscaped serpentine highways and access roads. The state of Michigan has made grants totalling one million dollars for land acquisition.

The beach is one of the largest developed fresh water facilities of its kind in the United States. Crescent-shaped, with clean, soft sand extending an average of three hundred feet back from the water's edge and six thousand feet in length, it is considered one of the most beautiful beaches in the country. The buildings are ultra-modern in architectural style, and combine striking beauty of line with functional design.

THE AUTHOR *is director of recreation in Roseville, Michigan.*

Key to St. Clair Metropolitan Beach Facilities

1. Main Parking Area
2. Plaza
3. Canopy
4. Reflecting Pool
5. Beach
6. Bathhouse
7. Beach Shop
8. Comfort Station
9. Kiosk
10. Umbrella Rental Stand
11. Softball Diamond
12. Terrace
13. Food Bar
14. Administration Building
15. Service Parking Lot
16. First Aid Building
17. Children's Play Area
18. Shuffleboard Courts
19. Boat Basin

View from the dining terrace. The beach, which is crescent-shaped, has sand extending 300 feet back from the water.

A bathhouse with six thousand lockers and almost two hundred private dressing rooms provides the latest word in convenience and efficiency to its patrons. An unusual feature is a room equipped with bottles and food warmers and other furnishings for the convenience of mothers with infants.

A surfaced parking area can accommodate six thousand cars. There are two beach shops where umbrellas and chairs may be rented, souvenirs and other beach accessories purchased. A food bar can serve upwards of ten thousand persons a day.

Adjacent to the food bar is a broad terrace with tables shaded by colorful umbrellas where patrons may enjoy eating out-of-doors and have an excellent view of the lake and beach activities. An adjoining building near the terrace includes first-aid rooms, rest room facilities, and special toilets for children using the grassy play area beyond.

Administration offices, employees' locker and shower rooms, information desk and reception room are located in the main building across the mall from the bathhouse group. The simple, clean-lined architecture of the beach buildings is appropriate to the setting. The landscaping is of a casual nature and conforms to the whole. Birch trees have been planted to good advantage, and boxes with plants along the terrace and elsewhere are kept filled with seasonal flowers.

A playground designed solely for the kindergarten or pre-school child is a special feature. A curvilinear concrete walk, three feet wide and sixty feet long, permits tots to ride tricycles to their hearts' content. The tricycles are provided by the beach, along with other specially constructed equipment such as small tables, bucking swings, tippy canoes, seesaws, climbing ladders, alphabetical wooden blocks, and other pieces all in miniature.

During the winter season the beach maintains a rink off the lake that can accommodate one thousand skaters at one time. Heated shelters and rest rooms, music and floodlighting are provided for the skaters who are not required to remove their skates as they move from building to building, thanks to duckboards and special matting.

Fishermen find the lake, two lagoons and a small connecting river ideal for their sport when ice forms over these waters. Perch, pickerel and muskellunge are the main catches, with perch hauls predominating. The Authority has erected a $10,000 bait and tackle shop equipped with the latest fishing gear and stocked continually with minnows.

In January of 1953 the Huron-Clinton Authority staged its first annual Ice Fishing Derby in cooperation with a metropolitan Detroit newspaper (the Detroit *News*). Over eighteen hundred contestants ranged in age from seven to seventy. Another six thousand persons came to watch the fishermen vie for trophies.

St. Clair Metropolitan Beach was first opened to the public in 1950, in the middle of August. It was in trial operation for only a month at that time. The official opening came in June of 1951, a year which saw 383,432 persons visiting the area. In 1952, despite a serious polio outbreak that nearly reached epidemic proportions in August and September, the beach attracted 472,640 from May 30 through September 1.

With the lifting of certain restrictions by the National Production Authority, the Huron-Clinton Authority is moving ahead with plans for further development in land and buildings, which will be constructed as rapidly as finances and time permit.

While used extensively by residents of southeastern Michigan and other parts of the state, the beach is proving a great mecca for tourists from all sections of the nation. Located four miles northeast of Mount Clemens, itself a noted spa where thousands come each summer for mineral baths, it eventually will be to the Midwest what Jones Beach is to New York and the East.

SERVICE FEES and CHARGES

William Miller

Presented at conference of the Wisconsin Park and Recreation Society, Milwaukee, March, 1953.

A TREMENDOUS popular demand for economy is being felt on all levels of government. Locally, the pressure is on; therefore, the use of fees and charges is very important, and we must know the answers. We must be able to use this source of revenue more effectively.

It is important that each of us has a justifiable position on the necessity and the reasonableness of the charges that we made for our activities and for the use of facilities.

Why should people have to pay fees and charges?

There are three good reasons in each instance where a fee is charged. (1) A fee is an additional means of revenue to permit this activity to be offered. (2) When a fee is charged, regardless of how small it may be, the people using this activity generally place greater value on the activity than if they were permitted to enjoy the activity absolutely free. (3) A fee is charged on a type of activity that relatively few would really wish to take advantage of. A fee system tends to eliminate those who are not particularly interested and often keeps out the troublemakers.

On the other hand, of course, it may keep out a really interested person who can't afford to pay. This may be true. No agency, however, can afford to give everybody everything. It is a hard fact, but true and realistic.

A fee system is a sensible approach to the problem of out-of-city users in a tax-supported program. Many purposely live out of town to avoid taxes and still want to use the things paid for by taxes. They should not be denied use; but they should be willing to pay their fair share. A reasonable fee is the answer.

Are fees and charges double taxation?

In a way, yes; but such "double taxation" can be justifiable. The general public may be willing to foot the bill for some activities, but there is a limit. Special activities, which serve a limited few, should pay part or all of their own way.

What should service charges pay for?

Administrative costs covering the organization of an activity, its publicity and any expenses relative to setting up the program should not be charged against any program. Administrative costs are to be financed entirely by tax funds.

Specific costs that should be paid are those for the instructor or the supervisor, supplies or materials used and, in some instances, rent, if the activity requires a rented facility.

Who should pay?

Team sponsorships are actually fees and charges—the levying of individual fees upon one party. Usually the sponsor provides not only the fee but much of the equipment used. Considering this, such sponsorship is of tremendous financial importance to the entire program and requires the same reasonable approach as any charge.

On an individual basis, anyone enrolling in a specialized activity, that is, an activity that by its very nature has appealed to a limited few or that cannot be offered to everyone, should pay a fee. This rule must be modified for activities on a high school and younger level, perhaps charging them only for the actual materials used (primarily in the art and handcraft type of program). On an adult level, these special activities often require the services of a specialized instructor who demands high wages; often expen-

Reprinted from *Wisconsin Park and Recreation Society Bulletin*, May 1953.

MR. MILLER *is recreation director at Neenah, Wisconsin.*

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sive materials and supplies are used; and in many instances the activity must be held in a location which is outside the facilities of the department. The people desiring this activity should be willing to pay a reasonable rate for this opportunity.

How much should users of the activity pay?

In a way, this figure can only be arrived at by determining how much the users of an activity feel the program is worth. Each locality must arrive at its own cost figures; and clear thinking, experiment and the courage to change, if necessary, are required. There are several guides that will help.

1. What type of people are interested in this program? (Roughly, what is their social and economic position?)
2. How does the program compare with similar programs run privately or commercially in the community?
3. What do neighboring cities of similar size charge?
4. What are the actual program costs per user?

Many attempt to justify a fee for a new activity by pointing out that the budget wouldn't permit having the activity otherwise. It is an injustice to charge a fee for an activity just because it's a new activity, and to offer the old activity without fee simply because it's always been done that way. The entire program must be examined continually to determine what activities should be subsidized by the tax fund and what fee, if any, must be charged the user to complete the financing of the activity.

It is essential to offer some activities on all age levels without charge to individuals. As a public tax-supported agency, a recreation department has the responsibility to provide recreation for everyone and in many instances without additional charge. But there are some activities that are limited in appeal that should not be totally financed by the department. As to the value of a particular program, here are a few guides:

1. The number of active participants.
2. The number of spectators.
3. The cost of the program per participant.
4. The activity's value to the community and to the user.
5. Its probable future importance; that is, is it a growing activity in the hard formative years? If so, try to aid it until it can take a greater financial load.

The problem of fees and charges is not a simple one, but it is a problem that requires a reasonable and justifiable stand by each of us. The real difficulty has been the failure to recognize that it is just as foolish to charge "any old fee" as it is to charge nothing. Basically, this problem requires that we evaluate our programs and classify each and every one as to its value to the entire recreation picture. It then requires that we determine each program's cost and decide what programs are to be offered free, what programs are to be offered with a charge and what that charge should be.

Day Camping Facilities and Program

Eva Hahn, of the Welfare Council, Toronto, writes in the *Community Courier:*

A VARIETY OF PATTERNS has emerged both in administration and in programming, a healthy sign. The basic pattern, however, is so simple that any community or community group that wishes to do so may establish a summer program for young children with a minimum of effort and expense. Here is a list of the desirable facilities:

1. A wooded area, park or campsite with sufficient space for hiking, group games, fire building and eating.
2. A structure which provides shelter for the children in case of rainy weather as well as storage space for the equipment and supplies.
3. Lavatories should be sufficient to accommodate the number of children involved and should be maintained at a sound standard of sanitation.
4. Drinking fountains or the availability of pure drinking water cannot be overemphasized. Activities cannot be enjoyed by children who do not have sufficient liquids to maintain health and satisfaction in warm weather.
5. A swimming or wading area is desirable but is not always possible. However, the choice of a site need not be limited by the availability of a beach, because swimming can usually be arranged at a local pool or beach. Even a creek or tiny river for wading, fishing and all the other water activities that stem from young imagination, is a great advantage.

Next to the facilities, the planning of the program is most important. In order to take advantage of the sunshine and natural surroundings and to provide the youngsters with a rich and vital experience, the prime focus of any day camp program should be outdoor activities such as hiking, fire-building, camp cookery, nature lore, campcraft, group games, singing, and council rings. A true day camp program is not an extension of the year-round program transferred from a gym or club-room to a park.

A popular technique now being used in day camps is called "theme programming." This means the selection of an attractive theme around which most of the camp activities are planned. For example, life in an Indian village or on a western ranch suggests many interesting games and crafts. A modification of the method has been used successfully where the emphasis is on giving children experience in group planning and decision-making. This application of the method is called "the project method."

The development of a "project" may be illustrated by a group of ten- to eleven-year-old girls who decided, under the guidance of a counselor, that for the duration of a hike they would be naturalists studying the camp area. The girls kept their eyes peeled for as many kinds of plants as could be found. The counselor suggested that they prepare a display for the rest of the camp and the result was the development of a terrarium which grew into a project of considerable magnitude and involved the energy and creativity of the entire group before it was completed. As a further result of this experience the group built an aquarium.

This kind of activity naturally adds to the camp experience at the children's own level and stimulates the individual's interests without minimizing group effort. The children's interest is high, disciplinary problems are reduced and new skills are developed. Themes and projects can be used in many ways and for long or short periods.

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Left: Swimming and playing in the water rate high among the favorite activities in the camper's day.

Below: Day camp unit plans own progr coming acquainted, campers and counse

Above: Youthful research team at work. Nature programs add to camper's enjoyment of surroundings.

Day "Camptivities"

We cannot begin to illustrate all of the activities that camp, nor would any listing of them be complete if the flexible, open to new ideas, experiments and adventure. I list would be well-balanced, covering physical, creative and and quiet activities—with all as closely as possible relat and environment of nature as opposed to a city-type of acti include hiking, nature lore, pioneer and Indian lore, camp cooking, firebuilding and other campcrafts, camp safet using materials found in nature, boating, canoeing, swim storytelling, stunts, dramatics, games.

Credit for these photographs is given on page 131.

Below: Boys and girls learn how to build fires and enjoy the xperience of eating food which they have cooked themselves.

Campcraft includes basic skills of being a good camper—erecti chopping wood, laying fires, outdoor cookery, trail blazing, an

Above: Crafts make use of native materials, are often closely related to nature projects.

Above: Long summer days by the water hatch young and enthusiastic fishermen.

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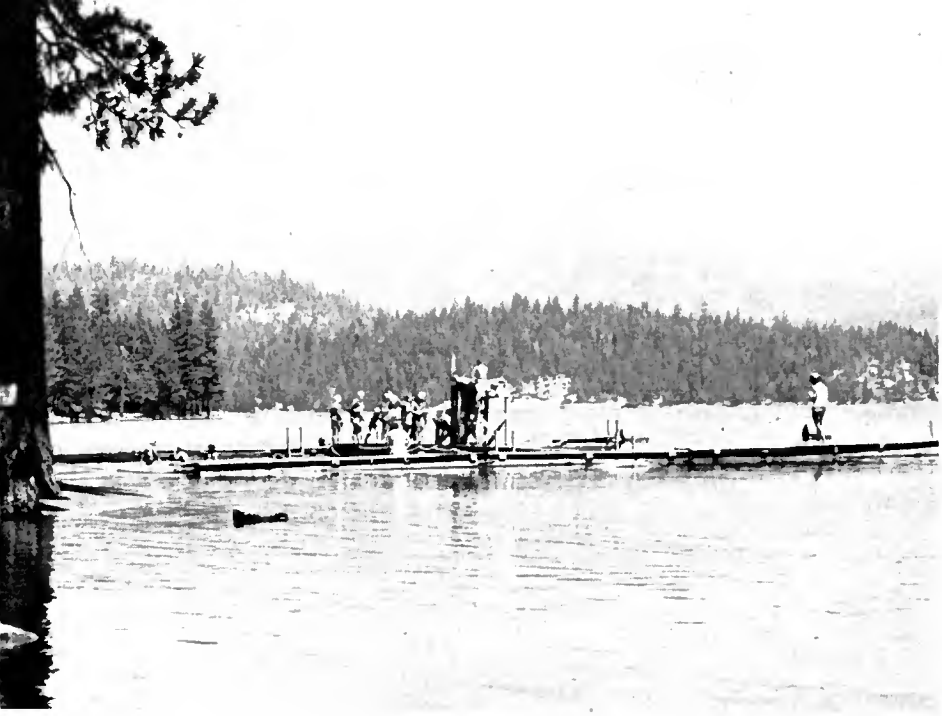
Left: Boys and girls long hold in memory the fragrance and crackle of the campfire after dark, the ring of glowing faces, the feeling of companionship and of kinship with the out-of-doors.

There are many wonderful things to be seen and to be heard when rambling down a country path. Hikes are an invitation to adventure. In day camps they are planned for small groups, each with its own leader to guide and stimulate interest.

rytelling lends color, background and enchantment. It should not limited to story hour; and every counselor should be storyteller.



Big Creek Elementary School swimming program at Shaver Lake. Numerous lakes fill the mountainous back-country.

Recreation in the High Sierras

David A. Strong

An astonishing development in school-community recreation for a mountain village of 750 residents.

BIG CREEK, California, located sixty-two miles east of Fresno, nestles within some of the ruggedest and wildest mountains of California. On top of two thousand feet of sheer rock, directly above the community, stretches a canyon plateau on which lies Huntington Lake with its heavy timber of pine, cedar, and fir. This is the gateway to the back-country, and the High Sierras. It is a wilderness playground, and one of the finest recreation areas in the state. The campsites are good, the trout plump, deer plentiful, and the scenery is as beautiful as you will find anywhere. The community, however, is rather isolated from any large center of population, and, as a result, whatever entertainment and recreation is to be had must be furnished locally. It is little wonder therefore, that the local school board realized the importance of providing a sound year-round recreation program for the approximately seven hundred and fifty people of the community, and took the necessary steps to establish such a service. Big Creek is an unusual example indicating how an elementary school district can provide a recreation program for all of the members of its community through a well-balanced program of many kinds of activities, both indoor and outdoor.

Many schools already provide instruction in most of the activities which make up a well-rounded program of leisure education: physical education, music, arts and crafts, literature, clubs, forums, dramatics, group work, and others. Then it is only natural that they become the principal community agency for the organization and development of all of the community's resources that serve youth and adult needs. The Big Creek School Board believes that there is a close correlation between recreation and education, and considers recreational activities as one of the most important educational mediums for the enrichment of the social, mental, and physical development of the people of this community. As a result, the board, by its own resolution of October 1950, accepted the responsibility of establishing a department of recreation and has provided a competent staff, permitted the use of school buildings and facilities, and furnished the equipment and financial support to insure a well-rounded, year-round recreation program.

Several other California school-community recreation programs are administered by school districts alone; but perhaps none equal the budget, facilities, equipment and leadership per capita of that of the Big Creek School District. This elementary school district is the only governing body in the whole mountain area, and exemplifies, at its best, cooperation between school and community.

The Big Creek School Board has delegated the responsibility of administering the recreation program to the director of physical education and recreation. He in turn

MR. STRONG *is director of recreation, Big Creek, California.*

s directly responsible to the school board through the school rincipal. The director of physical education and recreation s employed by the school board and must possess a valid alifornia physical education credential.

Funds from the school district make up the recreation udget, and all policies governing the use of facilities and quipment stem from the school board. In addition the board as given approval to the establishment of a Recreation ouncil, which serves in an advisory capacity and assists he director with the administration of the recreation pro-ram.

The schedule of recreational activities is based upon the eeds and interests of the people of the community, as well s the facilities and resources that are available. It is hoped hat the list of activities will grow as new interests are roused and new facilities are developed.

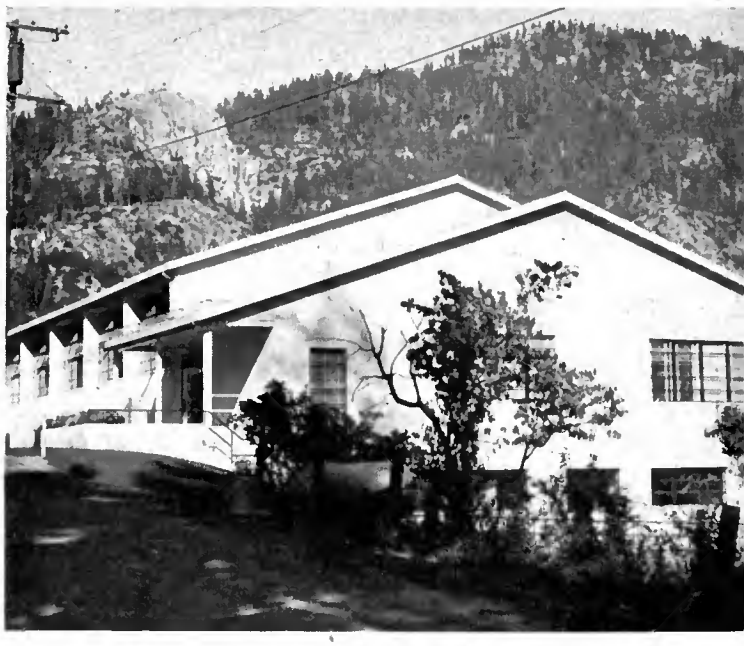
During the summer months, emphasis is placed upon ut-of-door activities such as swimming, hiking, fishing, nd camping. For four weeks each summer, American Red ross swimming instruction is provided for the people of he community at the swimming area at Shaver Lake, which s ten miles west of Big Creek. A regularly scheduled school us transports the children and parents from Big Creek to haver Lake for their swimming classes and return. In addi-ion, the department provides three qualified Red Cross wimming instructors and one supervisor to administer he program. The classes run one hour in length, four classes er day, five days per week for two two-week periods. The ecreation department furnishes this service free of charge, nd no fee is collected for either class instruction or ransportation.

The children are allowed to remain at our swimming rea for the entire afternoon. We have a swimming super-isor in charge of our free swimming area, which is separate rom the area used for our regularly scheduled classes. The hildren and adults may swim at any time in this free wimming area which has a certified Red Cross lifeguard upervising it. The children may or may not remain at the wimming area after their classes, according to their parent's vishes. Those who remain must return on the last bus. limax of the swimming program is the Swim Carnival eld on the last day of the period.

When the swimming program is not in session, the chil-ren are arranged into three different grade groups for hik-ng. These various groups are scheduled for one outing per veek. In addition, the older boys in the community are taken n packtrips into the High Sierras, where they can have he opportunity of camping, hiking, climbing, exploring, hotography, and fishing for the golden trout at an eleva-ion of over 10,000 feet. Here the country is rugged and agged, and many find it overpowering. However, as one ravels into the back-country, dozens of lakes will be passed s the trails dip and climb through a full variety of High ierra terrain: cool, silent forests of pine, fir and aspen, nife-edge passes, snowbanks, marshy alpine meadows prinkled with larkspur, shooting star, and columbine, and alus slopes—all of which add to the experiences of those vho have the opportunity of visiting this great out-of-door layground.

In addition to taking advantage of the natural resources that are at the community's door, school facilities are utilized for the summer recreation program. The gymnasium is kept open from 1 P.M. to 5 P.M. and from 7 P.M. to 11 P.M. for organized games and bowling. Children are allowed to bowl free in the afternoons, if they set their own pins. On Friday evenings, the regular weekly movie is shown, which is free to the public. Since there is not another theatre within fifty miles of this community, the people look forward each week to seeing these movies that the department obtains from Hollywood. In addition, a weekly softball league is provided for the men, and one for the children.

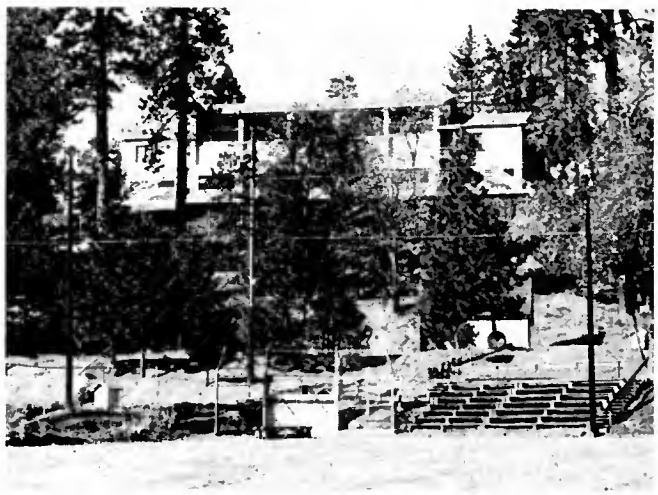
The indoor program is centered in the very fine new recreation building costing approximately $350,000. The building is used as a combination gymnasium and auditorium, and includes a regulation basketball floor (or floorspace for two volleyball courts or three badminton courts), a combination handball and squash court which can be used as a utility room for boxing and wrestling, two bowling alleys, locker and shower rooms, rest rooms, two equipment rooms, movie projector room, music room, cafeteria and kitchen, wood shop (equipped with all power tools, where the people can purchase hard or soft wood at cost, and have an instructor provided to assist them with their projects), and the director's office. In addition, the school has set aside in their new school building an arts and crafts room. This is equipped for class instruction in leathercraft, silvercraft, and ceramics. There is a new kiln installed for the making of pottery. Other facilities which are available are: a turf playground equipped with playground equipment, a lighted softball field, a lighted tennis court, rifle range, swimming area and beach, and natural resources such as the mountains, streams, lakes, and woods.



School gymnasium is used for summer program. The department shows regular Hollywood movies here Friday evenings.

Any consideration of the Big Creek school community recreation program would be incomplete without attention being given to the method by which it is financed. The en-

tire educational program at Big Creek is supported through public taxation of the property within the school district, which is one of the richest elementary school districts in California. The tax levy of seventy-six cents per one hundred



Rear of school gymnasium showing lighted softball field. Softball leagues play weekly—one for men, one for children.

dollars assessed valuation is unusually low for California school districts. Approximately fourteen cents of this levy is budgeted for the support of the recreation program.

Big Creek Elementary School District is one of the richest, if not the richest, school district in the state, because it is supported by Edison Company of Southern California, which owns most of the property in this area and has an assessed valuation of over $45,000,000.

The department of physical education and recreation prepares the budget covering the items of expenditure for that department of the entire school system. It is then reviewed by the recreation council, and later by the school principal, before it is presented to the school board for approval. The 1953-54 Big Creek recreation budget includes $17,250 for salaries and wages, $24,390 for expenses, equipment and supplies, $18,000 for capital expenditures, for a total of $59,640.

This brave program in one of America's mountain villages is an excellent example of the leadership and facilities which education can and should provide where other governing agencies are either lacking or uninterested. The Big Creek School Board should be congratulated upon assuming the responsibility of providing a year-round recreation program for the members of its community. Today, amidst the unrest throughout the world, it is gratifying to know that there are some school boards willing to accept the role of serving as a community recreation agency, and willing to provide their children and adults with a recreation program which meets their needs and interests.

Wilderness Expeditions

The Trail Riders of the Wilderness—an intrepid band of men and women who have explored thousands of miles of wilderness trails on their many expeditions—celebrated their twentieth anniversary in 1953 with a bumper crop of seventeen trips, which varied from ten to thirteen days in length, the biggest itinerary in the Trail Rider history of one hundred twenty-seven separate expeditions.

By horseback through the wilderness regions of national forests in Montana, Idaho, Utah, Colorado, New Mexico and Washington, more than three hundred riders took the trail on trips through roadless country where the grandeur of bold mountains vies with the beauty of alpine flora and sparkling lakes. They swam and fished in little known lakes and streams which flow through dramatic country, and camped in alpine meadows where towering, majestic mountains formed spectacular backgrounds. Two parties of Trail Riders took to canoes and paddled their way through the chain of lakes in the Quetico-Superior Wilderness of the Superior National Forest in Minnesota, a primitive region first entered by Trail Riders in 1941. (See "Let's Take a Canoe Trip" by Sigurd F. Olson, which appeared in the February issue of RECREATION on page 76, for information on a canoe trip through this region.)

Organized by and operating under the direction of The American Forestry Association, Washingon, D. C., Trail Riders of the Wilderness have become a real factor in providing greater recreational opportunities to Americans. As a group they represent a means by which any man or woman, in a normal state of health and with an average amount of outdoor experience, may fully enjoy true wilderness country under experienced and organized leadership. The Association operates the expeditions on a non-profit basis as part of its educational services, the riders sharing equally in the costs. The horseback trips are limited to from twenty-two to thirty riders; the canoe trips to fifteen. A representative of the Association and a physician accompany each party. Cooperating with the American Forestry Association in organizing and directing the Trail Rider expeditions are the United States Forest Service and the National Park Service, the two government agencies responsible for the administration and protection of the larger remnants of the primitive areas.

Notes for the Administrator

Unit Costs for Services

The annual financial report of the Los Angeles Department of Recreation and Parks for the fiscal year ending June 30, 1953, contains a fund of valuable information with reference to expenditures, income and costs of various services rendered by the department. Some of the figures relating to unit costs of services are of special interest.

The average cost of playground operation per unit of attendance is recorded for each area. Unit cost varies from thirteen cents in one district to twenty-two cents in another. The average for the seven districts of the city is approximately seventeen cents per attendance unit.

Camper days in the city's camp totaled 84,200 and the average net daily cost per camper was $1.03. At the High Sierra Camp, the department realized a profit of nearly twenty-eight cents per day per camper, whereas at the Hollywoodland Camp the net camper cost was $2.76.

At the city's swimming pools, where a total attendance of 1,000,292 was recorded, the average net cost per swim was nearly thirteen cents. The ratio between income and expense varied widely: one pool yielded a profit of two cents per swim, whereas at the Los Angeles Swimming Stadium the net cost was fifty-eight cents per swim. (Many of the pool attendances are free.)

The city's beaches attracted 11,457,334, with an average individual net cost of nearly three and a half cents.

The city's three golf courses, used by 608,197, showed an average net profit of nearly twenty-six cents per person. The average cost per visitor at the Cabrillo Marine Museum was slightly more than five cents.

TVA Leases Park Lands

The Tennessee Valley Authority has leased a large number of properties bordering its reservoirs to counties and municipalities for park use and development. Public investment in the improvement of thirty-three local parks, including improvements by concessionaires, averaged $336 per acre, it was disclosed in a study conducted by the TVA. In the opinion of the TVA the response of local agencies in the use and development of park areas for which they assumed responsibility has proved highly satisfactory except for a few cases. The TVA indicated that, on the basis of any comparison which might be made, these parks were serving the purposes for which they were leased and were meeting with as great a public response as could have been expected.

Alabama Attorney General's Ruling

Thomas A. Belser, superintendent of parks and recreation in Montgomery, Alabama, reports an opinion handed down by the state attorney general. In Alabama the attorney general's ruling has the effect of law until the case is duly disposed of by further legal procedure.

In Citronelle, Alabama, the Kiwanis Club proposed to lease from the town a plot of ground currently used as a ball park for the school and town, and to install a lighted field and swimming pool for the benefit of the public. The club proposed to charge for the use of the facilities a sufficient amount to maintain them.

The club asked the town to appropriate $10,000 for the proposed improvements which were to cost $25,000. The question arose as to whether the town could legally appropriate or contribute from its treasury this, or any other amount, for this purpose.

It was understood that a corporation was to be formed with a board of directors, one member of which would be selected from the town council and another from the county school board, since part of the land used would be school property. The facilities would not be operated for profit, but for the general benefit of the public. In requesting the opinion, the mayor and council expressed the belief that the proposed undertaking would be beneficial to the community.

The attorney general's answer to the inquiry, expressed in a letter to the mayor of Citronelle, who had requested an official opinion, was in the negative. He added: "Your attention is directed to Constitution of Alabama 1901, Section 94, which reads as follows:

> The legislature shall not have power to authorize any county, city, town, or other subdivision of this state to lend its credit, or to grant public money or thing of value in aid of, or to any individual association, or corporation, whatsoever, or to become a stockholder in any such corporation, association, or company, by issuing bonds or otherwise.

"The Constitution and By-Laws of the Memorial Park Association, Incorporated, Citronelle, Alabama, accompanying your request, plainly show that it is a private association or corporation and comes within the inhibition of Section 94, supra."

The attorney general recognized that the public would be benefited by the establishment of the center, but cited a number of decisions which supported his answer. He concluded:

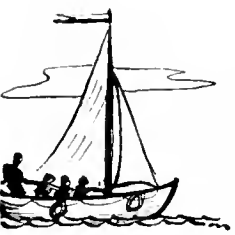
"I am of the opinion, therefore, that the city council of Citronelle is not authorized to appropriate money for the erection of a recreational center to be under the management and control and erected by Memorial Park Association, Incorporated. To make such an appropriation would obviously violate Constitution of Alabama 1901, Section 94.

"In this regard your attention is directed to the provisions of . . . which provides that the city itself may appropriate its funds to a recreational board created by the city.

"The incorporation of the Memorial Park Association, Incorporated, was not under the provisions of . . . Therefore I pretermit an expression of opinion as to the right of the city to appropriate money to a corporation predicated on this Act."

Day Campers Go a'Vagabonding

Dorothy Lou MacMillan



"There's magic in my tiny craft when I put out to sea." This quote from the poem "Sea Magic" by Muriel W. Edgerton, in RECREATION magazine several years ago, might well have been the thought in the mind of each young sailor who set sail on the "City of Portland" that summer for Elk Rock Island Day Camp. The pretentious name, "City of Portland," belonged to a twenty-eight-foot navy lifeboat with a small locker in the bow, a gas motor, and a stern tiller. The mast flag boasted "Portland Park Bureau" in the cherished red and white colors carried out in the painting of the boat itself. The young sailors were boys and girls seven to twelve years of age who daily "checked on" for an hour's ride up the Willamette to Elk Rock Island where they spent the greater portion of the day in various day camp activities, returning home late in the afternoon.

Portland, Oregon, is very fortunate in possessing a river, the Willamette River, which flows through the city business section. Half the population travels daily over the bridges connecting the east and west sides. They are held up frequently by boats carrying logs, lumber and produce; and it was during one of these waits that someone had an idea. Wouldn't it be thrilling for the boys and girls of Portland to see first-hand the log rafts, the river tugs, the aircraft carriers being demolished, the visiting English destroyers, the old stern-wheelers, the colorful houseboats, the sand and gravel dredges, and the lumber industry of the Willamette River? To complete the picture, the city owned an island south of the city limits which offered possibilities for picnics, overnight camping, Indian lore and interesting adventures.

The idea was nurtured and grew strong-fed by public-spirited friends of the Portland Bureau of Parks. A twenty-eight foot navy whale boat, or lifeboat, was purchased from the War Assets Administration, its motor overhauled, adequate life jackets and life preservers supplied, the craft painted—and the "City of Portland" was officially launched with becoming ceremony.

The recreation department of the bureau of parks was given the job of manning the boat and supplying necessary programming and children for the venture. Miss Dorothea Lensch, director of recreation, immediately saw the value of the "City of Portland." Here was a medium through which a day camp could be offered on Elk Rock Island. I was asked to direct this enterprise; and together we worked out a program embracing vagabond day trips during June and August, and day camping on a weekly basis during July.

The boat had a capacity for forty adults so it was decided that thirty to thirty-five children plus three adults and equipment would be the top number. As the craft was to carry passengers, it was necessary to have a licensed pilot. Paul Jaeger, one of the swimming pool lifeguards, who had been in the navy, was asked to carry this responsibility. Because two hours or more of each day would be spent on the river, all members of the staff had to be excellent swimmers.

Unfortunately, the river water was contaminated and it was necessary to make a rule stating no swimming at the island. This situation also necessitated daily transportation of fifteen to thirty gallons of water in sterile cans. Also, because the island was often visited by outsiders in the evening and on weekends, all the equipment used in the camping program had to be transported daily on the boat. There was ample room in the locker for this and overflow could be stored under the seats.

This was a new camping venture in Portland and, in order to introduce the idea, a program of daily vagabond trips was set up whereby any interested child might register through his nearest playground or community center. Newspaper stories and material distributed in schools and recreation centers helped publicize the event.

Each playground was assigned a special day for the trip. Activities included exploring, fishing, observing water life, hiking, woodcraft, and campcraft. The children were charged twenty cents to defray running expenses, with trips scheduled through June and the day camp to be set up in July. The plan was to have a one-week session, Monday through Friday, for girls seven, eight and nine years of age; a one-week session for boys of the same age; a one-week session for girls ten, eleven and twelve years of age; and a one-week session for boys of the same age. A theme was chosen for

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each session in order to have a central idea around which to plan special activities, meals and the campfire program.

While these plans were being formed, the construction gang was busy building a permanent rustic shelter, two toilets and a movable dock in the cove on one side of the island. A special crew helped eradicate the poison oak which for years had grown rampant over the island.

Unfortunately, a river flood in May delayed the start of our program until July. The period of orientation with vagabond trips and the first week of the day camp were already lost; we decided to dispense with the trips and to start the first period of camp one week late. Our first day, a beautiful sunny July 12, arrived—so did twenty-five little "gypsies" clamoring to board the boat. Enthusiasm was great. Boat rules—no heads, hands, or feet outside the boat; no standing up except in the bottom of the boat (which was four feet deep); no changing of seats without permission; a life jacket must be worn at all times—were very well observed throughout the remainder of the summer.

So the dream was being realized! There were all the things that the dreamer had hoped would be seen—plus other islands, handsome cruisers, surf board riders, speed boats, beautiful homes, an apparently honest-to-goodness half-

The "City of Portland" is loaded with young adventurers for an hour's ride up the Willamette River to island day camp.

destroyed castle and dungeon (which proved to be the abandoned water works), wild ducks and sea gulls which followed the boat for tidbits, jumping fish. Best of all, there were the friends we met on the river—the tugboat operators who came just close enough and made just enough waves to make the ride exciting but still safe; the sand and gravel dredge men who held the steel jaws of the dredge open for all to see into it; the cook on the dredge who fed dozens of ducks each night on the return trip; the jolly "fat man" who waved from his platform up on the towering rock crusher. They guarded the daily trips. When the motor stopped, as it did twice during the summer, a tug put out from shore to help, and a telephone call was made by some unknown friend to the river patrol who came immediately. Somehow our pilot always managed to get the motor going again before they arrived, but it was comforting to know that they were handy.

For the program of day camp activities, youngsters were divided into three groups, each with an adult leader. They held meetings in secret hiding places on the island, carried out "secret missions," cooked outdoors, explored, played on rafts they built themselves, looked for polliwogs, minnows, and baby catfish, fished and "just played." Campcraft activities, which were a part of the secret missions, included instruction in the proper use and care of camp tools and the building of such camp necessities as garbage burners, various types of fires, bean holes, dishwater and hand water drains, lashing projects, and erecting various types of tent shelters. Camp jobs of wood gathering, sanitation of toilets, and care of general equipment were rotated each day. Outdoor cooking progressed from toasting sandwiches, roasting corn, baking potatoes, preparing and cooking one-pot meals such as stew and spaghetti, frying hot cakes and eggs, to baking beans in a bean hole.

Whenever the staff knew that logging trains were rolling logs into the river to be made into rafts, they took the children a mile up the river to the scene of operations. How the logs rolled off the flat cars, turned end down, dived into the water to send a splash twenty-five feet high never failed to amaze the boys and girls. Every child also had an opportunity to hold the tiller and guide the "City of Portland." In the afternoon, there was always time to climb over the rocks to look for hiding places, to see the huge Elk Rock where the Indians drove the elk over the cliff to the water below where they were caught and killed for food, to dig for buried treasures, or to hunt crawfish, minnows or baby catfish. On the overnights, children learned to look for soft places to sleep and to make Eskimo-style beds. Many of them experienced the evening campfire and sleeping under the stars for the first time, with the breeze and the lap of the water gently lulling them to sleep.

During the last three weeks in August, vagabond trips were held daily, with a different group of children each day.

From the experience of that summer, the staff came to the conclusion that an island day camp can be very profitable to a child, and, although the attendance wasn't as large as had originally been anticipated, the interest shown warranted further development of this program. It was suggested that the island be made a center for water activities with boats, rafts, fishing and the like, as a great part of the program. Future plans include "flatty" rowboats large enough for two children, more rafts, and more fishing equipment. The island itself, will be kept primitive with its tangle of underbrush in the woods, the rocky eagle's nest, buried treasure, the gold cave and the wrecked ship. The staff wants to help children remember the fast-disappearing stern-wheeler chugging down the river at dusk, the "Peter W"—the largest tug on the river—and, most of all, they want boys and girls to hold in their hearts the memory of sitting under whispering fir trees with a soft breeze fanning the glowing embers of a campfire, the warmth of friendship radiating about each member of the group, the feeling of belonging to the great out-of-doors.

NATURAL HISTORY for

ALMOST any camp for boys or girls is located in the midst of comparatively unspoiled nature. The fitness of this has been recognized in the selection of the site so that the inquisitive and receptive mind of youth can have free rein. Nature lore can be learned almost unconsciously. However, in far too few camps is there anyone prepared to focus interest constructively and to take time to be attentive to all there is to ask or tell or show. There is leadership for sports, dramatics perhaps, and for other interests, but none for the activity which so peculiarly belongs to this summer retreat. If trained personnel are not available, why cannot something be attempted by an amateur interested enough to explore and learn with the campers?

Encouragement of inquiry and observation is the immediate thing. Some staggering questions will be asked and may not always be fully or scientifically answered. As boys and leaders work along together information becomes less faulty and fragmentary. This is as it should be, for the guide who is too sure of every fact is no guide at all. Even young learners quickly detect any sham.

In my experience it has been good, regardless of what formal instruction may be expected of me, to capitalize first on the collecting instinct so strong in boys or so easily aroused if not yet evident. Set up the nucleus of a museum drawing on whatever may have accumulated during one's own collecting days, give it the necessary space with plenty of room for expansion and see how promptly it will begin to fill up. The excitement with which a ten-year-old collector brings in a baby gar-pike, a three-foot eel or a freshwater sponge growing on a sunken stick, is something to remember. When the geologist member of the team discovers that dark streaks on the shore are magnetite and will react to his pocket magnet, he has the boys agog and eager to learn to distinguish the minerals in the local rocks. At the close of camp, enthusiasts will carry home samples for the purpose of demonstrating magnetism to their families and chums.

Living things, of course, have their special tug at the heartstrings. Patient groups will gather about a dragon-fly nymph, resting on its support after its journey out of the water, to watch the emergence and the wing expansion of the noble insect. The transformations from caterpillars to monarch or mourning cloak butterfly may be followed as far as the two-week period in camp will permit. Perhaps the change from tadpole to frog will be timed for the delight of all. Life in an ant-hill or in a shallow pool will hold the audience spellbound. Birds and their nests are a universal attraction. One of the first duties of the camp naturalist is to forestall, if possible, the arrival at the museum of some elated urchin bearing tribute of birds' eggs or nests. The leader must early impress on all the idea that it isn't done, so that no crestfallen child will have to be told that his trophy is not as welcome as he had hoped. The campers' enthusiasm can be made the basis of lessons in conservation and the humane treatment of animals.

The endless snake lore of boys, often sadly misguided, all comes under review. Their grass snakes prove to be our garter snakes, the supposed sliminess of snakes is found to be a myth. Most fellows have to be convinced that none of our species (except where rattlesnakes survive) are venomous, although it is not to be denied that some could leave a wound from their strike if molested and even possibly a slight infection from their jaws. The beneficial role of snakes as devourers of pests will be appreciated and then qualified when one is seen to swallow a live frog, also man's friend.

Lessons like these are bound to be well learned. Children have the sharp eyes of born investigators. They will find the often elusive milkweed caterpillar and if there is not time for them to see the gem-like chrysalis and the emerged monarch butterfly a few weeks later, they can be shown pictures of these stages. Whatever the prize may be,

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Young Campers

"Herb" Groh

the fantastic walking-stick, the praying mantis or the sphinx and emperor caterpillars, the boys should feel that they can count on their leader's appreciation of their prowess.

In almost every camp it is the younger campers who make the most of the opportunity to study nature. For fellows getting on into their teens, natural history has increasingly to compete with other interests such as sports, dramatics, campcraft and all the extras with which a program tends to become crowded. For those who are interested, encouragement in the form of nature badges should be offered.

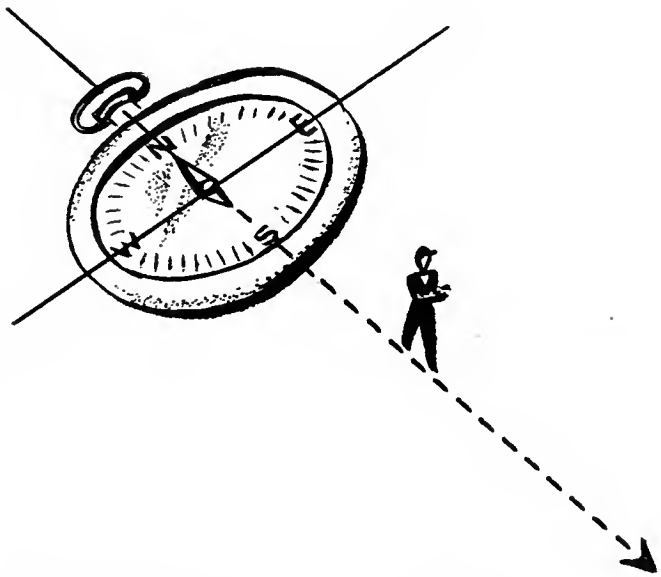
A competitive "nature hunt" for all campers is usually found acceptable. Each group leader is handed a copy of a list of fifteen or twenty natural objects. These are to be brought by his team to a chosen rendezvous while he directs operations. When a group believes it is ready, its hoard is inspected, but if all the items cannot be certified correct in all respects, the hunt goes on until it or another team can be declared the winner.

A camp museum can be located anywhere in camp, under canvas or indoors, anywhere that visitors can congregate without being in the way. It should have accommodation for the display of specimens on tables and shelves, with ample space for moving around for inspection. Work benches for the preparation of the exhibits, for laboratory equipment and for reading and writing are essential. A small library of illustrated publications should be set up. The offerings of various government departments can be obtained at little or no cost. These should cover rocks and minerals, wildflowers and weeds, trees, insects, birds and animals. Loose-leaf albums of the nature snapshots of campers over the years are popular. Copies or files of nature periodicals, like *Canadian Nature*, are most valuable. Colored pictures, maps and charts on the walls add immensely to the museum's atmosphere.

The equipment need not be elaborate at first. Living material may be kept in makeshift aquaria, cages or other containers while habits, transformations and other peculiarities are under observation. With some ingenuity, much of this equipment may be made by the boys in their handcraft periods. Specimens of some size will simply lie loosely on the tables, but small and delicate exhibits are better supported in cardboard boxes with transparent covers. Some objects need but little preparation, others present a real challenge to the lad who wants to help to make approved exhibits of them. If a collection of insects is to be attempted, it is well to have killing bottles, nets for catching, mounting pins and cork-lined cases to receive the specimens. For plants, a press should be available. Lacking means to keep fungi in natural condition, their various spore-prints can be taken on cards and protected under a cover of cellophane. Animal specimens present more problems but it may be possible to preserve some things in alchohol or formalin in jars. The sting of a bee, extracted from the victim, may be placed under cellophane for all to examine with a lens.

Among instruments needed, a strong hand lens for the instructor and a few of less expensive type for the use of careful campers are first in importance. Boys love to focus them on anything in sight. A compound microscope, while most appealing and a distinct asset with advanced nature students, is not a must until the museum becomes more of an institution. Good binoculars for bird study are more or less essential. Any of these accessories arouse so much rivalry for their use that they are better reserved for the individual or some small group under supervision.

On every camp staff there should be those adaptable enough and humble enough to get down to the child's inquisitive level. The best leaders will be those who can be deeply touched with a reverent appreciation of the meaning of life, its source and destiny and our relation to it all. Nature lore thus can be a close ally to camp worship. Camping thus becomes a constructive experience in the best sense in the lives of the young. For any who are interested, but doubt their adequacy in natural history subjects, let me repeat that much is possible without the immediate adoption of all that has been outlined in the foregoing. We learn by doing. Where there is a local field naturalists' club, join in its activities. On the other hand, what better task can await the members of such a club than the equipping of such leaders and the undertaking of this leadership themselves when this is possible? There are surely few more rewarding ways of vacationing than that offered in sharing with youth.



THE SPORT O

EVERY SPORT has its country of origin. When it wins its popularity there, it begins to spread throughout the world. Thus golf is English, ice hockey Canadian, and baseball American. These sports are now well-known the world over. But have you ever heard of "Orientation" as a sport, or "Orienteering" as the American enthusiasts now call it?

WHAT IT IS. The Swedish sport of orienteering is an outdoor one. It is based on ability to use map and compass correctly under varying conditions, and for solving different problems in unknown territory. There are recreational, instructional and competitive forms of the sport. The most popular competitive form in Sweden is finding one's way over unfamiliar terrain through the use of map and compass, in competition with others racing over the same course.

HISTORY. The history of exploration and discovery is the history of orienteering. The Chinese used compasses as far back as A. D. 300, and in Europe the compass came into use during the 12th century. In Sweden, orienteering began as a sport in 1918, growing slowly until 1930, when special equipment was introduced in the form of a newly invented type of compass, combining protractor and compass, called *Silva*—the Latin name for forest. The use of this compass and other special equipment became known as the *Silva System* of orientation. Today there are over 1,500 clubs, representing 35,000 members, practising orienteering regularly as a competitive sport. It is now sponsored by the Swedish government, and is a compulsory school course.

METHOD OF TRAVEL. Various methods of travel are used, including walking, running, bicycles, canoes, boats, cars, horses, and in winter, snowshoes or skis.

MR. KJELLSTROM, *author of this article which is reprinted with permission from the September 1948 issue of the* Community Courier, *introduced orienteering in Canada in 1946. He is co-author, with Stig Hedenstrom, of the book,* The Sport of Orienteering, *which is available from Silva, Inc., LaPorte, Indiana, for $1.50.*

TYPES OF ORIENTEERING. Teamed up with a natural interest in the country in which you live and nature lore, learning the use of map and compass, and putting this knowledge to practical use, presents many interesting and enjoyable forms of orienteering. These range from simple Sunday afternoon walks through the woods and fields, always knowing where you are, to the overnight hunting or fishing trips planned by the person who knows he can rely on his ability to interpret a map and use it with a compass correctly.

The teaching of orienteering to give practice in map and compass reading in an enjoyable way, without drudgery, is itself recreation. Generally this takes the form of simple exercises or competitions. The instructor may use his own imagination, but there are several standard forms:

INDOOR FORMS:

Map Symbol Quiz. The competitors are examined as to their knowledge of the different map symbols. Sketch a number of map symbols on a blackboard or other suitable background—easy symbols for beginners, difficult symbols for advanced competitors. The task is to write down the meanings of the symbols. The contest can also be reversed, so that the competitors have to sketch map symbols specified by the contest leader. A combination of these two arrangements is also recommended. The winner is the competitor who has the highest total of correct answers.

Another type of symbol contest is the following: Select a region on the map which contains many different map symbols. Indicate the limits of the region to the competitors and ask them to write down how many, and what symbols, are to be found there. Every omitted or mistaken symbol is penalized with an addition of one minute. The competitor who has finished the contest in shortest time, including the addition of mistakes, is the winner.

Compass Course Determination on the Map. Competitors have to indicate the compass directions to a number of points on the map. From a common initial point on the map the competitors must take compass bearings for ten different points. These should be of such nature that they are exact points on the map—thus hills without specially prominent

ORIENTEERING

Bjorn Kjellstrom

"Orienteering" is a popular Swedish sport. With a map and a compass, the competitors must find the shortest route between two places. Here, at one of the relay points, the judges wait, warming themselves with a cup of hot coffee.

tops, swamps which are not of pointed form, circular or oval lakes, and so on, are not suitable. The winner will be the competitor who takes all the bearings correctly in the shortest time. For each degree that he has erred, however, an addition of one minute should be added to his time. A certain margin must, nevertheless, be allowed for the imperfection of the human eye. One or two degrees on either side of the correct line is suitable for this purpose. If, for example, the correct figure is seventy-six degrees, results between seventy-four and seventy-eight degrees might be considered correct. For groups more advanced in compass reading, the tolerance of error can be reduced.

Other indoor forms include:

Cardinal Points Quiz. Starting from north, the competitors have to indicate other points of the compass.

Indication of Control Stations. Guided by written specifications for a number of control stations, the competitors are to mark their location on the map.

Calculating Distances on the Map. Equipped with a ruler and a map, the competitors have to calculate the distances between a number of points.

Outdoor Forms:

Walking by Compass. The competitors are to follow a given compass direction towards a collecting landmark. The direction given is to be kept as accurately as possible. The main purpose of compass competitions is to give the participants training in walking by compass. It may be arranged in various ways. In a compass competition even beginners who are entirely new to orienteering may be dispatched without risk after receiving concise instructions.

The simplest form of compass competitions consists in giving the competitors instructions at the start to follow a certain compass direction through the forest with the greatest possible accuracy until they encounter a path, a field, a lake or other line at right angles to the course over which they are moving. On arriving at this point, they must mark the spot they have reached by means of a numbered disc and a colored paper strip which they carry with them. Time plays no part.

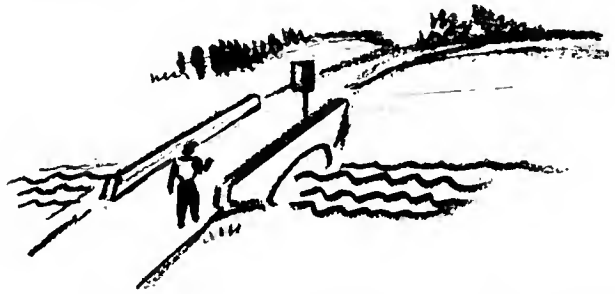
The winner is the person arriving most accurately at the correct point of arrival (determined in advance by orienteering experts). It should be noted that a margin of seventy-five yards in every half-mile must be allowed for unavoidable errors. The competition distance should never exceed one mile. Maps must not be used by the competitors.

An amusing variation of this form of competition consists in allowing the competitors to attempt to keep to a direction pointed out at the start (by an arrow driven into the ground for example) without using either a compass or a map. In such a competition a distance of four hundred to five hundred yards will be found sufficient.

A compass competition may also be arranged over a course in such a way that a given compass point is announced at the start which should be followed. On following this direction the competitor will arrive at a row of numbered signs, whereupon he must mark the number he believes to lie in the correct direction. Approximately fifty to one hundred yards beyond the first control (a marked-line from the flags may be laid to the point in question) he will receive a new compass bearing to follow. He proceeds thus from control to control until he reaches the finishing point. The score at each control is determined by the number of signs between the correct sign and the one chosen by the

competitor. At the conclusion of the course, scores are totalled for each contestant. The lowest total score wins.

*Miniature Orienteering.** The competitors are to follow compass courses specified in advance over short distances (ten to seventy-five yards) looking for miniature controls. This form of orienteering is suitable for school children and affords good training in walking by compass. It can be practised over an area covering only a few hundred square yards. The competitors are instructed to follow a certain line by compass. At a given distance along this line a miniature control is placed consisting of a small piece of cardboard with a code sign, perhaps attached to a tree or post. The control may suitably be placed at the back of a tree.



The numerical order of the control should also be stated on the sign so that the competitor can determine whether he has missed a control and must return to look for it. The direction to the next control should also be stated. The competitor then proceeds until the finishing point is reached. The person having the fastest time around the course wins.

Other outdoor forms include:

Estimating Distances in Open Country. The competitors are to estimate the distances to various objects observed in the vicinity.

Calculating Distances by Means of a Watch or by Counting Strides. The competitors are to decide, by means of a watch or by counting strides, the exact location of a point at a certain distance.

Competitive Orienteering

There are also various types of more developed orienteering contests which may be combined with the different methods of travel to make very interesting and enjoyable competitive events.

Point Orienteering. The competitors follow a course on the terrain marked by paper strips. They bring with them a map of the area and a compass. They are to indicate on their map the location of secret controls which they come across. Point orienteering is an excellent form of competition for exercising the capacity to follow a line on the map and make rapid decisions with respect to one's own position.

It is likewise an excellent form of promotion competition for the general public since there is no danger of anyone losing his way in the country, as the participants in such competitions must follow a marked course.

Point orienteering is arranged in accordance with a course that has been marked in advance. The length of the course may suitably be three to four miles, and it may be marked by colored strips so that it is easy to follow. Secret controls are placed along the course and are marked by screens or colored strips at which each of the competitors must mark the position of the control on the map. A point orienteering course should be laid in such a way that it leads as often as possible to fixed points in the territory (farms, roads, streams, lakes or the like) to give the competitors an opportunity to find their bearings.

The competitors are started at the rate of one or more per minute, but individual times are noted at the finishing point.

Any mistakes made in marking the points in the territory are penalized by the addition of time in accordance with a special plan, for example, two minutes for every 1/16″ error. The competition may be combined if desired with questions on nature conservation at the finishing point, in which the competitors may be required to answer correctly two out of four questions. Incorrect answers may be penalized by an addition of two minutes to the time. Questions and suggestions for the answers may be posted at the starting point.

For this form of competition no wider knowledge concerning the use of the compass is required than that competitors should be capable of finding north and south on the map. The competition may also be so arranged that the competitors do not need to carry a compass. In such cases an arrow indicating north is placed at each control point. Similar arrows pointing north may also be placed between the controls.

For minor competitions the controls may be "dead," but for larger ones, and particularly in promotion competitions, they should be manned by officials to whom the competitors must state the position of the control on the map. Any errors in marking are noted on the cards carried by the competitors. Units of error in certain fractions of an inch (1/16″ for example) may be indicated by a code so that the competitors will not know the results of their judgment. For example, letters may be employed so that an error of 1/16″ may be denoted by the letter *A*, 2/16″ by the letter *B*, and so on. Right marking may be denoted by a cipher.

Other competitive forms include:

Orienteering from a Station Point. From a station point offering a wide visibility, certain landmarks are pointed out to the competitors. The object is for the competitors to indicate the location of these landmarks on the map.

Line Orienteering. The competitors have to follow in the terrain a line marked only on the map. Those who succeed in accurately following this line will find a maximum number of controls in a certain order.

Score Orienteering. The competitors, using their map and compass for finding their way, are to reach the highest possible score during a fixed maximum time by searching for a number of controls of different point values in the vicinity.

Report Orienteering. The competitors are asked questions on certain facts concerning the conditions (color of houses, kinds of trees, and so on) in the area which can be answered only after visiting the different spots.

Cross-Country Orienteering. The competitors start from a certain point and endeavor to reach stated points on the map in the shortest possible time, finding their own way with the help of map and compass.

* Try this activity at your playground or campsite.—Ed.

Science and the Senses

• *Soon playground and camp leaders will be working out plans on how to interest youngsters in the magical world of nature that is all around them.*

Mr. Harry Milgrom, supervisor of elementary science for the Board of Education of New York City, offers these inspiring suggestions. Try them in your indoor and outdoor program.

Children are primitive scientists at heart. They are curious—they are explorers—they are adventurers—they are keen observers—they are collectors—they are doers.

We can make their experiences more meaningful, help them organize their impressions and share with them the thrill that comes with each revelation. We can raise their level of awareness by alerting them to the tell-tale signs of science on all sides.

Explorations in science can be fun, especially if they help the children find their way through the maze of sensory impressions.

DIRECT THEIR ATTENTION TO:
water whirlpooling down the drain, the narrowing of a stream of water as it falls down the faucet, dust motes dancing in sunlight, the sun stealing below the horizon, the match flame that always points up, the play of colors in a soap bubble, ripples on the surface of water, the construction of a spiderweb, a halo around the moon, a cold water pipe "sweating" on a hot day, the shimmering air over a radiator, the curve of a pitched ball, a reflection in a mirror.

How do we explain these things?

ASK THEM TO COMPARE THE SLOW MOTION OF:
the leaves of a plant turning towards the sun, the tide waters rising or falling, water evaporating from a glass, the hour hand of a clock—

WITH THE HIGH SPEED OF:
the flash of a firefly or lightning, a jet plane streaking across the sky, a picture sent by television, voice by radio.

How do we measure time? What is time?

ASK THEM TO FEEL:
the force of wind-driven rain against the face, the crunch of sand or snow underfoot, the spine-tingling screech of chalk drawn across a blackboard, the heat pouring out of sun-scorched brick after sunset, the earth-shaking rumble of a blast of thunder.

With what do you feel?

CALL THEIR ATTENTION TO ODOR OF:
new-mown hay, air after a lightning storm, ocean spray, fresh leather, a swamp, a rose, gasoline fumes, smoke, broiling steak, wintergreen, earth.

What brings these odors to the nose?

ASK THE CHILDREN TO TOUCH AND LEARN THE TEXTURES OF:
sandpaper, cellophane, felt, wool, rabbit fur, hamster fur, flower petals, water, mercury, aluminum, beech bark, shagbark hickory, oil, soap, leather, bone, silk, glass, waxed paper, and so on.

What produces these varied feelings?

ASK THEM TO LISTEN TO THE:
purr of a pussycat, of an idling engine, roar of a subway train, a jet plane, ocean waves, hiss of escaping air, screech of brakes, wailing of a siren, clang of a bell, gurgling brook, lapping of water, rustling of leaves, howling of winds, sounds of frogs, birds, insects, animals, people, instruments.

What makes these sounds? What makes them different?

AND TO THE SILENCE OF:
the moon journeying across the sky, lakewaters on a calm misty morning, a hawk circling high in the sky, a flowerbud unfolding, snow falling, electricity moving in a wire, a sailboat skimming over distant waters.

What is silence?

POINT OUT TO THE CHILDREN THE COLOR MARVEL OF:
a red sunset, a harvest moon, a rainbow, the purple mountains' majesty, a dancing flame, a blue sky, autumn leaves, the sparkle of gems, an oil slick on water, butterflies, beetles, birds, reptiles.

What is color?

ASK THEM TO THINK ABOUT THE FASCINATING SHAPES OF:
leaves, snowflakes, eggs, starfish, snailshells, clouds, lightning, star groups, icicles, suspension cables, airplane wings, birds and fish, drops of water, frost.

What causes the formation of these shapes?

GIVE THEM OPPORTUNITIES TO SOAR ON THE WINGS OF FANTASY:
What would happen if trees, gravity, insects, flowers, humans, and so on, disappeared; if air stopped moving; if water stopped flowing?

If I were a seed, dust particle, piece of paper, drop of water, leaf, meteor fragment, comet fragment, sound, radio wave, microbe, light ray, where would I wander?

WHITHER WOULD I WANDER?
My journey into the world of: invisible microbes, invisible atoms and moleeules, outer space, the earth's interior, the ocean bottom (Manta), the mountain peak (Annapurna).

LET THEM ENJOY THEMSELVES WITH:
Silly Questions:

Is an antelope related to a cantaloupe? Is a baboon related to a racoon?

Puns:

Hyacinth I saw you last?

Games:

Plants named after animals; *tiger*-lily, snap*dragon*, *pussy*willow, *dog*-wood, dande*lion*, *skunk* cabbage.

And play NATURE. It's like the game Geography, but instead of using cities, countries, and so on, use animals, or plants, or birds, and so on. The first player says a name, perhaps "Squirrel." The next player has to give the name of an animal beginning with the last letter of the previous word, so he could say "lion;" and so it continues.

This appeared in September, 1953, issue of *Nature Garden Guide*, and is used by permission of the author and the publisher.

Indian Lore in Camp

Gene J. Gall

PERENNIALLY, the lore of the Indian, with all its fine ideals and woodcraft applications, catches the imagination of youth. Indian lore, under a capable director, can play a vital role in the summer program, lending itself particularly well as a basis for integration of many fields—crafts, nature, council fires and camp projects.

The program's success depends on the leader. One good leader is worth ten poor ones, and should be paid accordingly, for not only will he make this activity one of the more popular, but might easily do so and serve in some other capacity as well. Indian dancing, more so than craft work, cannot be learned from a book; every effort should be made to secure a good dance leader or train one for future years.

Indian lore is a two-fold program, the craft side depending upon the dancing side for success. Craft work is of little value or interest unless the campers are given an opportunity to use their creations. Bows and arrows are used on the range; headdresses, tom-toms, bustles are made for dancing; and the opportunity to use them should be provided. Indian council fires depend upon regalia for atmosphere.

Craft Work

In the craft area, let us start by considering items easily made and useful for dancing. Under the supervision of an imaginative craft counselor, campers may use pound lots of feathers, bells, beads and other items to fashion as satisfactory a product as one made from a kit, and at much less cost.

Headbands are easily assembled, lending themselves especially well to low cost and imagination. Loose feathers are also used for arm and leg bands, coup sticks, dance fans, shields, decorations on tin-can rattles, and, more elaborately, on bustles. Bells have strong appeal to boys and give more value per dollar than any other item in charging the atmosphere.

In order to keep projects simple enough to hold young, wandering minds use cardboard for bases of bustles, headbands, dance fans and the like, with the feathers easily attached by staples or glue. Use crayons for decorating breechcloths, and beads with larger holes for younger boys.

Although totem poles are sometimes good, avoid projects that require too much time to complete. Although they also require time, drums are proud possessions when completed. Moccasins should he of the Blackfeet style, requiring only a hand-stitched seam down one side plus simple beadwork. Consult any of the many good books for numerous imaginative designs for other craft projects.

Dancing

Although accomplished dancers can not be produced in a short camp period, it is surprising what can be done. The first rule is to get the boys dancing—that is what they're there for, so get started. Throughout the instruction keep in mind the basic step, a one-tw count, on which the knee gives on th second count, letting the weight of th dancer settle. Consult good books t supplement one's own first-hand exper ence. Now that they're dancing, provid the opportunity to dance at a campfir Then watch the Indian craft progra flourish.

A good routine used by the author fo beginning instruction was:

1. Construction of simple headband t lend effect.
2. Teaching of the side step, easy t supervise.
3. Instruction in hop-hop step, easil learned, gives rhythm.
4. Instruction in holding of arm crouching.

5. Conduct a full dance such as simpl Corn Dance.
6. Rest, boys are tired and willing t listen. Further demonstrate basic ste the use of rattles, coup sticks, shield effectiveness of bells, the typical look ing-pose, and other craft objects tha may be made. Good time to answe questions or explain dances.

Reprinted from *Camping Magazine*, May 1953.

7. Work a while longer on refinements. hold a challenge dance such as feather dance where each dancer tries to pull feather from ground with his teeth, or work on another simple routine.

Other good dances for practice sessions are: Stalking, Rattle, War, Eagle and finally the Hoop. The Beaver Dance given by Bernard Mason in *Dances and Stories of the American Indian* should also prove popular. Vary the teaching methods, keep it lively, encourage the boys and success is certainly yours.

Indian Day in camp can be the highlight of the season, if it is well planned. One cardinal rule for success is that the whole camp participate. Use only games that are easily supervised to avoid arguments, which spoil the fun.

Campfires are where Indian lore really shines. One of the first campfires of the season should contain a note of the Indian element to capture the camper's imagination. A later campfire should give the boys an opportunity to participate. One of the best council fires is the Give-Away Dance as outlined by Mason in his book; sure to be the season's highlight.

Village dances, challenge dances and games, and competitive dancing are also good program material for Indian council fires. The staff might present an entire dance program, carrying the solo roles themselves, with the younger boys filling in on the group dances.

The award campfire at the end of the period is ideal for the Indian theme. It gives the boys an opportunity to show their skills.

Recommended books on Indian lore include:

DANCING

The Rhythm of the Redman by Julia Buttree, A. S. Barnes Co.

Dances and Stories of the American Indians by Bernard S. Mason, A. S. Barnes Co.

CRAFTS

The Book of Indian Crafts and Costumes by Bernard S. Mason, A. S. Barnes Co.

Indiancraft and *Indian and Camp Handicraft* by Ben Hunt, Bruce Publishing Co.

STORY TELLING

Cry of the Thunderbird by Charles Hamilton, The Macmillan Company.

COMPREHENSIVE

Book of Indian Craft and Indian Lore by Julian H. Salomon, Harper Brothers.

INDIAN GAMES

The American Indian is a great lover of games, particularly those having to do with sports and those based on the element of "chance." Since the Indians were great athletes, perhaps the favorite games included running, jumping, or shooting their bows and arrows. The rules for games of chance are not clearly described and were probably varied according to tribe or use.

The equipment used for games was fashioned out of natural materials such as sticks, seeds, bones, pebbles, or corn cobs. Color or small dots were added to identify pieces belonging to individual players. Small flat bowls or leather bags were used as containers. Many of the sticks were beautifully carved.

Pebble Game. This game of chance may be played by each player placing a certain number of small pebbles in a shallow bowl—each one's pebbles being marked differently with small dots or a color on one side. They are then poured out on the ground and the players count only the stones that land with decorated tops exposed. A similar game is played by using cherry pits.

A Bundle of Sticks. A two-pouch bag made of doeskin held together with a strip of leather, and containing a number of small sticks, was worn by hanging it over a belt at the waist. It was carried by a visiting warrior, who on arrival danced in the council ring. When he completed the dance, he scattered the sticks on the ground. The manner in which the sticks fell had certain significance, even to peace or war between the tribes.

Some tribes gave sticks as an invitation to ceremonies. The sticks were sometimes carved with symbols sacred to their tribe. This idea may be used in camps where each tribe designs its own invitation sticks.

Tokens. Thin sticks of wood were often cut into shapes of animals or people; they were given away as tokens.

Stick Game. Sticks were carved on one side with designs that stood out in relief. They were held high above the head and dropped to the ground. The player whose stick landed right side up won.

Corn Cob Dart. Cut a piece five inches or six inches in length from the pointed end of a corn cob. Find three wing feathers, matching in size if possible. Place them equidistant at broad end of cob, setting them so they curve outward from the center. Use a large darning needle for the sharp end of the dart. Since the inside, or pith, of the cob is soft, remove some of it and replace it with plastic wood. Insert the head of the needle, and allow the plastic wood to dry before using the dart.

Reprinted in part with permission from *The Book of Arts and Crafts,* Marguerite Ickis and Reba Selden Esh. Association Press, New York [1954]. $4.95.

Nature in Games

FACTS about nature can be the basis of games which not only are fun but which encourage careful observation on the part of the players and reveal facts about the out-of-doors which in themselves can prove exciting. They can be a helpful part of a nature program, or awaken interest in the organization of such a program.

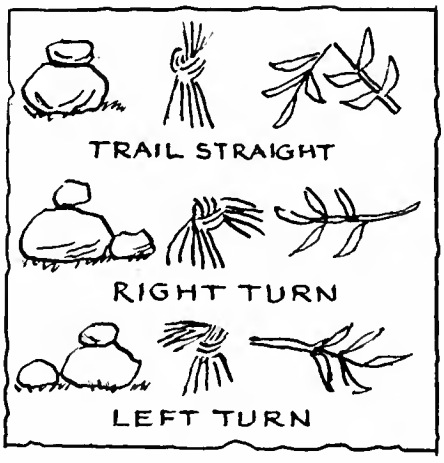
Only a few games are described here. Others can be devised by leaders themselves, or found in nature and camping publications. (See list on inside front cover of this issue.)

Hold the Front.[1] This is a hiking game which can be played by from four to fifteen players, age ten and up. Players travel along a trail in single file. The leader asks a question about something observed along the trail, such as, "What kind of a tree is this?" "Point out three minerals in the granite." If Number 1 in the line knows the proper answer, he holds his place in front. If he fails he goes to the rear of the line. Number 2 then gets a chance to answer. Each player failing to answer goes to the rear of the line, and the person first answering correctly is Number 1.

Trailing. The number of persons playing this game should be kept to ten. Large numbers of campers can be divided into smaller groups, each playing independently of the others. One person starts ahead of the group and walks carelessly through the woods, making no attempt to hide evidence of his passage. At the end of ten minutes he sits down to wait. The other players start at this time, and try to find him—by means of broken twigs, footprints and other signs. They can follow him as a group, or scatter for individual trailing —the first one to find him being the winner and required to explain his achievement.

This game can be varied by the laying of a nature trail by the player being pursued. See following note.

Laying a Nature Trail.[1] The following are devices for "nature trails" as differentiated from the more usual "hare and hound" trail of popcorn, beans and so on:



Use trail signs such as "duck on a rock" (one rock on top of another; see illustration), bent twigs and bunched grass. Do not put blazes on trees for ordinary trailing games.

Make tracks with tracking irons (animal tracks or signs made of iron placed on the end of a stick and used to make impressions in the ground).

Use compass directions, given from point to point. If the directions are carefully followed a given spot will be reached.

Nature Scavenger Hunt.[1] Ten to one hundred players, ages ten up. If the group is large, divide it into teams with six to eight in each team. Give each team a list of things to be collected and a paper bag to hold them. Allow five to thirty minutes, depending on the list of things to be brought back. Penalize groups not back within a specified time. Each item on the list should be checked by asking each team to display the objects one at a time. The winning team is the one which has secured the greatest number of the objects on the list.

Nature Scouting.[1] Twenty to eighty players, ages ten up. On a map of the camp area (or if the occasion is a picnic, the picnic area), designate several points about equally distant from the starting point. Divide the group into small teams of four or five people, and send each team on a scouting trip to a different point. Allow about fifteen minutes for the trip and return. After the teams have returned, call for reports on what was seen. A picnic meeting or campfire program is a good occasion for such reporting. Interest is highest when groups report interesting things in sufficient detail to be recognizable by

[1] From *Nature Games for Various Situations*, National Recreation Association. Price fifteen cents.

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the leader or another group, in case field identification was not made.

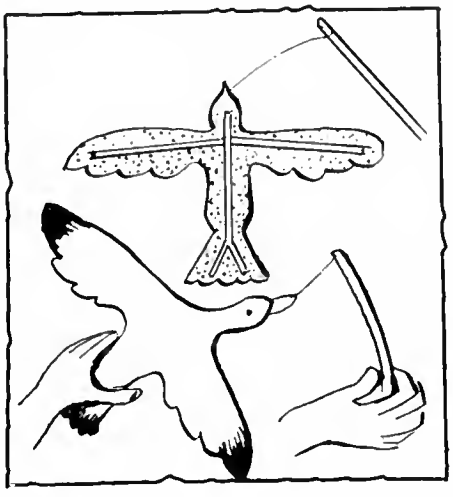
Who Am I?[1] Unlimited number of players, ages ten up. Place numbered tags on objects along a trail or within a restricted area. Tags should be placed so that they can be readily found. Players are given blank cards and instructed to find all tags and note on cards the objects on which they were found.

Bird Identification. Divide players into groups of five, each with a captain to act as scorekeeper and spokesman for his group. On a bird-spotting walk in the woods or across the fields, the first group to identify any bird receives three points; if the group can offer any correct information about the bird's habits, it wins an additional two points. Twenty-five points constitute one game. Identification of each bird must be made to the leader of the trip, who awards the points. This game can be played with plants, animals, insects, trees and so on.

Twig Matching.[2] This is a good indoor game for rainy days or social occasions. Obtain several kinds of twigs eight to twelve inches long. Cut into two parts. Mount the lower half on a board. Scatter the other halves on a table. At a given signal, the players observe closely one of the twigs and then run to the unmounted group to get the other half. If wrong half is brought back, player tries again. This game requires close observation. Leaves may be used in the same way, or flowers with short stems may be fitted to longer stems, or leaves to leaf scars.

Jack-in-the-box.[2] A branch or flower is held up quickly from the back of a box. The players write down the names. See which team gets the highest average.

Bird Flight.[3] This game is designed primarily for the study of the color and size of nature birds. Choose the bird you prefer to make and draw an outline as though you were looking at it from above with its wings stretched wide. Now fold the paper so the fold is on the side of the body of the bird and cut it out so that each wing of the bird is exactly the same size when it is unfolded. Use this for your pattern and trace around it on cardboard and cut out. Brace it underneath with a few sticks of light wood by gluing the braces to the cardboard. There should be braces across the wings and from bill to tail. Leave a small notch in the brace running from bill to tail about half-way down the stick.



Choose any twig that will bend a little without breaking and use about two feet of it as a propeller. This is done by tying a string eight inches long to the twig, leaving a loop one inch long at the loose end.

You are now ready to put your bird in flight. The bird will look like a monoplane colored as near the color of the bird as possible. Hook the notch in the bird brace to the loop in string. Pull the bird with the right hand far back and hold the twig firmly in the left. The twig will bend and, upon releasing the bird with the right hand, it will take flight in the direction it is pointed.

Many rules may be used for this game. One might consist in a group of contestants racing a number of birds across a field as fast as possible with a minimum number of starts and stops. Another variation might be to identify the plant on which the bird lights. The game should be limited to the birds that are native to that part of the country.

[2] By permission from *Nature Recreation* by W. G. Vinal. Copyright, 1940. McGraw-Hill Book Company, Inc. Out of print.

[3] From *Nature in Recreation*, by Marguerite Ickis. Copyright 1938. A. S. Barnes & Company. Price one dollar.

File Your Way Out

Inevitably there comes a time when the recreation leader feels that his program needs rejuvenation; that he's caught in a steel trap of routine. It seems to me that when this has occurred, the quickest and most rewarding manner of escape is to "file your way out."

There are few better ways of diagnosing a recreation program than that of thoroughly checking over the department files. This can come in the form of a "cleaning-out" process. It might be a good idea to be deliberate and slow in going over the files.

When we make our files too much of a storehouse, they are ineffective. Good files contain only the fresh material which can actually be used. In order to make the files most effective, it is very important to have a thorough knowledge of its contents.

Checking the files also offers an opportunity to check over various material which has been filed by other members of the recreation staff.

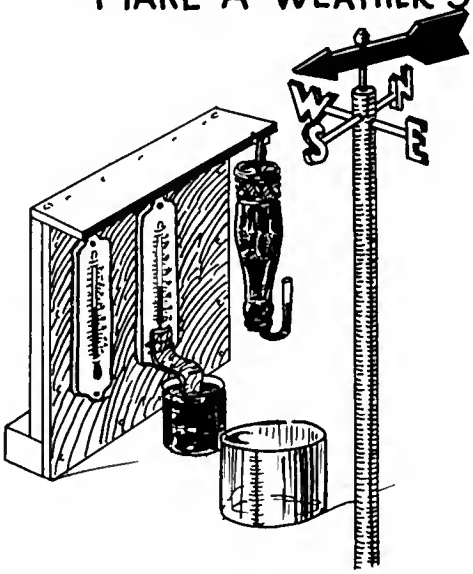
On many occasions a recreation leader reads an interesting article, finds a good recipe, or comes across some program aid. This material finds a place in the files before it is thoroughly digested. The good intention is there all right, but the leader very often forgets about it completely.

When I took my first job as a recreation leader, I spent several weeks going over the files. This proved to be of outstanding benefit to me. It is the best way to familiarize yourself with a program.

Some recreation departments have a newspaper clipping file. A regular review and study of it can serve many needs. It is also a good reference for board members, city officials, or the people of the community. It is one of the best sources to evaluate a recreation program.

The next time you feel your program needs something, why not try to "file your way out?"—DAVE ZOOK, *Superintendent of Recreation, Salina, Kansas.*

Make A Weather Station For Home-Camp-Playground



MATERIALS

$\frac{7}{8}$" Wood, 2"x4" Wood, Screws, Nails, $\frac{1}{2}$" Washers, 1" diameter Post 12' to 15' long, $\frac{1}{4}$" Dowel, Copper Tube 2" long, $\frac{1}{8}$" diameter Iron Rod 6" long, 1" Lamp Wick, Small Jar, Battery Jar, U shaped Glass Tube or Plastic Tube, Rubber Stopper, Coca Cola Bottle, 2 Thermometers, Cord.

METHOD

Make Barometer: a. Fill coca cola bottle with colored water. b. Put stopper in bottle with Utube in place. c. With cord attached to bottle hang it upside down on the wooden frame.

Make Hygrometer: a. Hang two thermometers on wooden frame with bulb of one covered with a lamp wick. b. Place remainder of wick in a glass of water.

Make Rain Gauge: a. Mark lines $\frac{1}{16}$" apart on vertical line on side of battery jar.

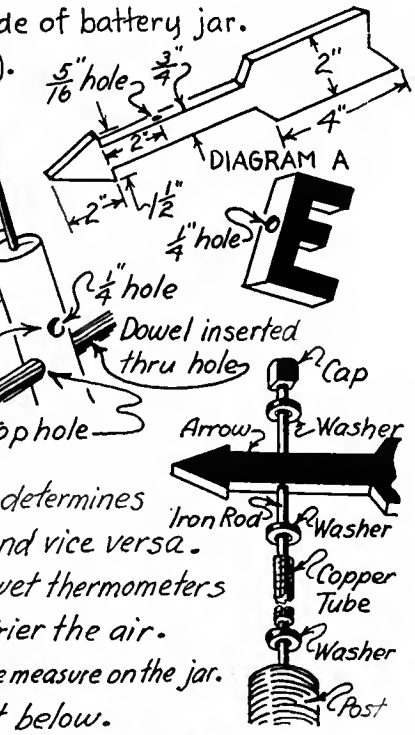
Make Weather Vane: a. Cut out arrow shape (see diagram A).

b. Cut out letters - N-E-S-W. Drill $\frac{1}{4}$" hole thru each letter.

c. Drill $\frac{1}{8}$" hole 3" deep in end of 12' post and put $\frac{1}{8}$" iron rod in hole. Drill two $\frac{1}{4}$" holes and insert dowels as shown in sketch.

d. Place letters on ends of dowels in compass positions. Use weather proof glue.

e. Put arrow on iron rod with washers, copper tube and wooden cap as shown in sketch.



How To Read The Weather Station Instruments.

Barometer - *The height of the colored water in the tube determines the air pressure. If high in the tube air pressure is low and vice versa.*

Hygrometer - *The difference in degrees between the dry and wet thermometers gives the relative humidity. The greater the difference the drier the air.*

Rain Gauge - *The number of inches of rainfall is measured by the measure on the jar.*

Keep a daily chart record of the weather - *See chart below.*

Date	Hour	Tem.	Relative Humidity	Barometric Pressure	Rain Fall	Wind Direction	Wind Speed	Clouds Type	Clouds Speed	Clouds Direction	Weather Prediction	Actual Weather	Name

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The ability to lead the group into the inner meanings—the "why" of each idea is a task which the director must be able to perform if the group is to receive encouragement and joy for future development. There must be no action without justification. Final motivation must come from within, even though stimulation comes from without.

• *Paraphrasing:* Have the group put into their own words the meaning of the text.

• *Discussion:* Through discussion, lead the group into realization of the controlling idea, also the ways in which voice and techniques must be used to express the idea. Use of voice, movement, emotional tone, predominant mood, tempo, pause, volume, and pitch will accomplish a perfect synthesis of all the parts.

Arrangements

Group and director work together in experimentation of arrangement, using: solo voices, or voices in small group, voices in unison. Antiphonal and many other arrangements may be used according to the nature of the selection and the idea to be expressed. Try the following suggestions for using the dramatic poem, "Harp Song of the Dane Women" by Rudyard Kipling.

Setting: A wharf scene.
Characters: Group of women—wives, sweethearts, mothers.
Imaginary group or group of seamen working on their boats.
Time: Autumn afternoon.
Place: Denmark or any country where men follow the sea.
Exposition: To the wharf where the men are working on their boats, preparing to go to sea, come these women to plead that they do not go since every year many do not return.
Conflict: The pleading of the women and refusal of men.
Conclusion: Despair of women as they turn and slowly go back to their lonely homes. Action may be stylized or suggested.

Some points to be stressed:

• The imaginative understanding of each woman as an individual, and her man. How they would *move, talk, react.*

• The feeling of the entire group in both the first and last stanzas as they voice the full throated cry of protest.

• The voice and movement (quick) of the young bride who speaks of strong white arms to hold.

• The voices of the old women who have lost all but come to add their protests.

• The young women remembering the mirth and fun at meals.

• The climactic cry of the entire group:

"The sound of oar blades falling hollow
Is all we have left through the months to follow."

• The slow turning away of entire group in hopelessness and despair.

Suggested Types of Materials Suitable for Choral Speaking

For Children

Nursery rhymes and jingles
Mother Goose
Poems with sound effects
Poems from children's literature
Children's stories in verse
Ballads—old and new

For Youth and Adults

Poetry from the Bible
Greek poetry translations
Ballads—old and modern
Rhythmic poetry
Sea chanties
Narrative poetry
Speech and movement—e.g., "The Mountain Whippoorwill" by Stephen Vincent Benét
Material for patriotic occasions—e.g., excerpts from "On a Note of Triumph" by Norman Corwin
Modern plays with choral speaking

Choral Speaking

Part II — **Grace Walker**

THAT ACTIVITY which we today call choral speech began as soon as primitive society discovered a oneness of ideas, emotions and verbal expression. Since then, in one way or another, man has used group speech and group movement as vehicles to record his experiences, and to give expression to his feelings and ideas. Imagine being without speech (song is a part of it) on radio, TV, stage, lecture platform, in everyday life—and you can easily see its importance! The recreation department that has choral speaking—a group activity comparable in many ways to choral singing or orchestra playing—as a part of its program offers a natural, exciting and meaningful activity which enriches the lives of those who participate.

One of the great values of any art expression is its power to include the entire personality—the physical, mental and emotional. Because choral speaking, if so desired, can begin with the body, children, especially, find it quite natural to combine speech with movement. They can dance to words that have strong rhythmic movement—as do many Mother Goose jingles—as easily as to music.

Adults can reach the same results if their point of departure is an action poem or one of the old traditional ballads. At any rate, the leader should try for a stirring, rhythmic, exciting approach—and use good literature.

Our Instrument—The Voice

Truly we have at our command the most marvelous of all instruments—the voice—and since we are dealing with an art form based upon the same techniques, skills and craftsmanship peculiar to other forms, the director or leader must carefully lead his group into a knowledge of the methods involved in producing the desired results. As a point of departure the voice must be made free, flexible and strong. Being heard and understood is dependent upon perfect breath control, placing of tone, articulated speech, inflection (giving the meaning behind the words), and interpretation (perfect identification of the idea behind the words). It must be remembered that the kind of speech used in dramatics or choral work is something more than the conversational tone—in much the same way that poetry is more than natural expression.

Voice Development

The following suggestions will help a group in voice development.

Power and Control. The voice is a wind instrument, therefore breathing and breath control are at the foundation of voice production. Tones

and words ride upon breath, and diaphramatic breathing is necessary for sufficient power.

- Encircle base of chest (waist line) with hands, thumbs pointing toward back. Inhale through nose counting 1—2—3—4 while expanding lower lungs; then expel breath in a gush. Repeat, starting out with a sigh. Inhale deeply and blow bubbles while exhaling.
- Place hands where one feels the in and out movement. Try to feel complete relaxation and repose throughout the body; build a story behind this idea.
- Test the power of the voice with a phrase or a word, such as "Hello."
- Now imagine walking briskly but easily through fresh cool air. Place hand around waist to feel the in and out movement of lower lungs as you inhale and exhale. Again build story and use voice in "Hello." Pant as if running up a hill. Again speak "Hello." (The group will soon discover the power and control expended in deep breathing as in a brisk walk.)
- Raise arms over head while inhaling. Bring arms down to shoulder level while exhaling.
- Inhale through nose. Exhale through slightly opened mouth in a continuous column of breath against the finger tips.

Voice Placement. With practice, the voice will gradually find its placement and will become a beautifully developed instrument upon which all ideas and emotions may be played.

- Inhale through the nose. Exhale, directing breath behind the upper teeth; use low deep note in singing tone. Repeat, directing breath through top of the head.
- Continue directing air force through roof of the mouth; top of head; against upper front teeth, through front of face.
- Take deep breath—hum "M" on middle *C* directing sound against upper front teeth, the roof of the mouth, the head.

Perform all exercises lightly. Laughter is an excellent relaxer.

Tone Production. The vocal cords, two small muscles located in the larynx or voice box, can produce any tone which can be imagined. Herein lies the mysterious power of communication which the voice possesses. Help the group to realize this through various experiments. Put definite ideas behind the sounds and set these cords vibrating by breath moving over them—the result is voice production. The resonance of the voice gives beauty and quality to sound as breath and sound pass through cavities in nose, mouth, head and chest.

- Think of a loud shrill sound, breathe deeply and on a signal from leader make the sound. Try it with: soft flowing sounds, harsh ugly sounds, beautiful sounds, wind sounds. In each case see that deep breath is taken and that sound is directly related to the thought.
- Read "The Night Wind" by Eugene Field and other sound poems.
- On a full breath sing two notes—middle *C-D*—using "ah." Repeat notes about eight times ending on *C*. Gradually increase breath which will increase vocal power.
- Use vowel sounds, AH, EE, OO; and, for resonance, M, N, NG.
- Use crescendo and diminuendo effects for tone projection and control.

Articular Speech. Articular speech is made up of letters, syllables, words, sentences. To develop this, use the following exercises for the speech organs:

- Open mouth the width of two fingers inserted between the teeth to demonstrate open mouth idea.
- Exercise lips, giving exact formation to each vowel, placing them as far forward as possible. Use all speech organs vigorously while pronouncing vowels and consonants.

  Start with: A, E, I, O, OO.

  Add consonants: BA, BE, BI, BO, BOO; MA, ME, MI, MO, MOO, and so on.
- Use words such as: FUD, DUD, DUD, DAB—NOM, NOM, NOM—and, while opening the jaw vigorously, SPAR, SPAR, SPAR, SPAR.
- Lap milk with tongue projected. Trill with tongue.
- Use patter exercises for speed and agility: Betty Batter bought some butter
  But said she, "This butter's bitter."

Projection of Speech.

- Send a tone across the room, through the window or door. Add speech and try these phrases: "Wind through the olive trees"; "O how lovely is the evening!"
- Make a trumpet by placing hands on either side of mouth bring sound forward and speak as though talking down a long corridor. Try this, using: "O the long and dreary winter! O the cold and cruel winter!"
- In sustained voice, try: "When shall we three meet again? In thunder lightning or in rain."

Communicating Dramatic Ideas

Without inflection (the tune of speech), rhythm (the movement of speech), volume, pitch (tone quality or music of speech), tempo and pause, there could be no expression of ideas and emotions.

Rhythm. Rhythm in speech is the way words move or dance along as we talk. It is directly related to the inner meaning of that which is said—and is our guide to the manner of expression. Some examples of various rhythms:

Flowing Rhythm: "Sweet Afton" by Robert Burns
Marching Rhythm: "Hannibal Crossed the Alps" by Eleanor Farjeon
Rocking Rhythm: "Rock-a-bye Baby"
Jazz Rhythm: "The David Jazz" by Edwin Meade Robinson

Inflection. Inflection brings out the sense and sound of what we say. Complete identification with the meaning of what we are saying instinctively results in right inflections, but such understanding is not easy to achieve—especially with beginners—therefore some help in the use of rising, falling, slurred inflections will be needed. Many fun games can be worked out to demonstrate idea.

- Give the group a single line, a word, or a letter to say, telling them that a different meaning must be brought out each time, even though the same words are being spoken:

"Why, my dear"—sympathy		"I won't do it"—a promise
"Why, my dear"—surprise	or	"I won't do it"—determination
"Why, my dear"—love		"I won't do it"—fear
		"I won't do it"—hysterical (repeat and build into climax)

- Poems, in which words of the refrain must reflect the meaning of the story, are excellent practice for children, as are old ballads, Psalms, and lyrics with a repeated refrain for adults.

Dramatic Interpretation

We must not for a moment suppose that the perfecting of our instrument is the total of the result which we wish to achieve. That would be much like possessing a fine violin with no power to communicate through it the world's beauty in music. Rather we are striving, with the aid of the imagination, to interpret experiences and transmit these experiences through our instrument. In doing this, there are three questions about the idea to be expressed that must be considered: *What, why,* and *how—what* to express, *how* to express it and *why* must it be so expressed.

PERSONNEL

1953

W. C. Sutherland

The year just passed was one of many successes for professional workers and recreation agencies In retrospect we see much encouragement and hope for the future. In the first place, the total number of tax-supported positions increased. The number of executive positions filled was favorable and salaries improved. The salary range for executive positions filled was $3,500 to $6,800. The median salary increased from $4,250 to $4,500 over the preceding year and is the highest yet reported. Yes, it is still too low, but it is moving in the right direction. Then, too, these positions are mostly in small towns. Fifty-one per cent are in cities under 10,000 population, sixty-nine per cent under 15,000, eighty-eight per cent under 25,000 and ninety-two per cent under 50,000 population. Only eight per cent of these placements were in cities over 50,000.

The executive positions pending at the close of 1953 and carried over into 1954 were also in the smaller cities. Over half were in communities of 10,000 population or under. All were under 50,000 and only three were over 25,000 population. The median salary for the unfilled executive positions at the close of 1953 was $4,000. A look at the salary demands of the men executives on the available list at that time gives some indication of the difficulty these cities are having in filling their vacancies with qualified recreation executives. Most of the men on the available list classified as executives at the close of the year wanted more than $4,000, the median salary for the executive positions that were open. Well over half of the candidates would consider new positions only at a minimum of $5,000. Over a quarter of them would consider nothing under $6,000.

Executive positions were filled in twenty different states, including all of the eight field districts. About one-half of these were in cities west of Chicago. Positions of various types were filled in thirty-five states, and others involved overseas service with the U. S. Army, the State Department and the Air Force. Positions were received from the District of Columbia and all the forty-eight states except two. More positions were filled in institutions—mental hospitals and state training schools.

Municipalities have found it increasingly difficult to recruit qualified workers, partly because of the competition for the best recreation leadership between public and private agencies. Also, the increased demand for recreation personnel in state mental hospitals and other areas of recreation service is adding to the difficulty. Frequently the positions are more adequately defined, working conditions more attractive and salaries higher in these related fields. Some cities lost good prospects to other municipalities because the officials in the latter seemed to be better organized, knew what they wanted and in general impressed the candidates with the favorable conditions and attitude which prevailed, making the atmosphere conducive to the development of a good public park and recreation service. The number of students graduating from professional recreation curriculums decreased, adding further to the difficulty.

On the other hand, personnel did increase and salaries also increased. In-service training continued to advance. A new publication, *In-Service Training for Parks and Recreation—Objectives and Resources,** was prepared jointly by committees of the National Recreation Association and the American Institute of Park Executives. The suggestions incorporated in this publication indicate a broadening conception of the possibilities for training on the part of the park and recreation executives. Additional publications are in process by the National Recreation Association's National Advisory Committee on Recruitment, Training and Placement and will have to do with *(1)* training playground leaders and *(2)* training community-center personnel. The committee has other projects underway dealing with such subjects as: policies and practices, recruiting and selection.

More liberal policies have been noted with reference to residence requirements. For example, Huntington Park, California, has received applications from all over the United States for the position of recreation executive; and comprehensive written examinations will be conducted in fifteen different cities. Most of the cities appointing recreation executives have waived all residence requirements.

Evidence in general, and growing out of the Southern Regional Study in particular, indicates that the demand for qualified recreation personnel in the next five years will exceed the supply unless the professional recreation training centers step up their production, both in quantity and in quality. Likewise, the ability of cities to bring substandard salaries up to date and improve working conditions in general will determine the extent to which vacancies will be filled by qualified people.

MR. SUTHERLAND *is the director of the Recreation Personnel Service of NRA.*

* Available from the National Recreation Association. Price $.50.

People and Events

Honored

Mrs. Beth Wallace Yates, director of the Sylacauga, Alabama, Park and Recreation Department, was awarded a bronze plaque by the local Chamber of Commerce for her outstanding efforts in recreation and aid in promoting the industrial and civic growth of the city. The plaque was presented on behalf of members by Bill Hay, NRA field representative. Mrs. Yates is president of the Alabama Recreation Association and a member of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.

* * *

Forty-one employees of the Milwaukee Department of Municipal Recreation were honored for twenty-five years or more of continuous service, at a service citation program sponsored by the Milwaukee Recreation Directors' Association. These forty-one employees had a total of 1,145 years of service with the Milwaukee department. *Mrs. Elfreda Pahlke,* retired community center director, had served for forty years. *Mrs. Norma Adams,* recreation instructor, is starting her forty-first year with the department. *Erwin J. Kopp,* stockroom clerk, has been in service for thirty-three years, and *Harold S. Morgan,* director of the Division of Municipal Athletics, has been with the department for thirty-two years.

Each honored employee was presented with a certificate; spouses were also awarded certificates in recognition of their many years as "recreation widows" or "recreation widowers."

* * *

Mrs. Belle Benchley was feted at a banquet upon her retirement after twenty-six years as the director of the San Diego Zoo. Eight hundred persons gathered to say "thank you" and pay civic tribute to the only known woman zoo director in the world, and to present her with a round-the-world air-trip ticket. Mrs. Benchley has won international recognition through her widely published writings and her capable management and advancement of the San Diego Zoo to its present place as one of the finest in the world.

* * *

Harry R. Bryan, director of recreation in Sumter, South Carolina, was named "Young Man of the Year" for 1953 by the Sumter Junior Chamber of Commerce at a special dinner meeting. The distinguished service award, a bronze plaque, was presented at this time for "outstanding community service."

Mr. Bryan, who received his master's degree in physical education and recreation from Columbia University in 1947, has been with the Sumter recreation department since that time.

Retired

Robert L. Burns, veteran public official who is affectionately known by his associates and thousands of friends as "Los Angeles' elder statesman," recently resigned from the City Recreation and Park Commission.

Mr. Burns, who observed his seventy-eighth birthday last January, came to Los Angeles in 1915 after a highly successful business career in Hutchinson, Kansas. He launched thirty years of public service in his adopted city by serving on the board of education, the city council, the water and power commission, and since 1947 as a member of the recreation and park commission, of which he was president for the fiscal year 1950-51.

* * *

Gerard M. Phelan, director of recreation in Kenosha, Wisconsin, since 1930, is another recent retiree. During his long and notable career Mr. Phelan has served on numerous special committees, and has held office in the Council of Social Agencies, the Optimist and Kiwanis Clubs, the Wisconsin Recreation Society and the Wisconsin Recreation Association, and many other organizations. He is at present the president of the Kenosha Unit of the Wisconsin Association for the Disabled, chairman of the Kenosha Chapter of the National Foundation for Infantile Paralysis, and a member of the NRA National Advisory Committee on Defense Related Services and the National Advisory Committee on Drama.

Mr. Phelan was honored in August of 1953 by the Wisconsin Park and Recreation Society, because of generous and outstanding service to the organization through the past years, with a life membership in the organization; and in November was awarded a life membership in the Wisconsin Recreation Association.

* * *

Walter H. Blucher, executive director of the American Society of Planning Officials since its creation in 1934, resigned in January; however, he will continue to serve as consultant to the society in the preparation of its zoning digest and Planning Advisory Service. Mr. Blucher has an exceptional understanding of problems relating to recreation and park planning and is a member of the NRA National Council on Research in Recreation.

Dennis C. Harrow, who has served the American Society of Planning Officials for a number of years, succeeded Mr. Blucher as executive director.

Coming Events

April 4-7—Second Southern Regional Conference on Recreation for the Aging, at the University of North Carolina, Chapel Hill.

May 26-29—University of Minnesota Second Institute in Hospital Recreation at the Center for Continuation Study on the University campus, Minneapolis.

April 9-10—Eighteenth Annual Recreation Conference at the University of Massachusetts, Amherst.

April 7-10—Twentieth Annual National Folk Dance Festival at St. Louis, Missouri.

March 24-25—Institute for Board Members at the Boston University School of Social Work, Boston, Massachusetts.

Regional Art Conventions

March 24-27—Southeastern Arts Association, Mountain View Hotel, Gatlinburg, Tennessee.

March 31-April 3—Eastern Arts As-

sociation, Commodore Hotel, New York City.

April 11-15—Western Arts Association, Pantlind Hotel, Grand Rapids, Michigan.

April 12-15—Pacific Arts Association, Fairmont Hotel, San Francisco.

Recent Appointments

W. A. Bevil, parks maintenance supervisor, Recreation and Parks Department, Griffin, Georgia; *William R. Bird*, director, Parks and Recreation, Ector County, Odessa, Texas; *Robert E. Casselberry*, superintendent of recreation, Marysville, Michigan; *Julian Golubski*, director teen-age activities, Recreation Department, Milwaukee, Wisconsin; *Mary H. Howard*, supervisor girls' and women's work, Recreation Department, Kinston, North Carolina; *Lucille Jones*, secretary and girls' athletic supervisor, Recreation and Parks Department, Griffin, Georgia; *Charles R. McCarthy*, assistant director, Division of Recreation and Group Work, Dade County, Florida.

Frances A. O'Boyle, recreation worker, Tubercular Department, Kings County Hospital, Brooklyn, New York; *Eloise Rouse*, girls' worker, Dixwell House, New Haven, Connecticut; *Robert W. Ruhe*, superintendent of recreation, Skokie, Illinois; *James Sayes*, superintendent of recreation, Leesburg, Florida; *Alex Sinclair*, director of recreation, St. Catherine's, Ontario, Canada; *Henry P. Yeager*, superintendent of recreation, Naples, Florida.

In Memorium

Dr. Henry S. Curtis, nationally known authority and one of the pioneers of the recreation movement in America, died at the age of eighty-three in Aurora, Ohio.

Dr. Curtis was active in the organization of the Playground Association of America, (later to become the National Recreation Association) in 1906, became its first secretary-treasurer, and then the second vice-president. During his long and outstanding career, which began when he was assistant director of New York City playgrounds in 1898, he served as supervisor of playgrounds in the District of Columbia, director of hygiene and physical training for the state of Missouri, joined the faculty at the University of Michigan, and later taught recreation at Cornell, Columbia, and Harvard.

He was the author of several books and articles on recreation, and in recent years devoted much of his attention to the recreation problems of the aged.

In a resolution, the board of directors of the National Recreation Association stated, "Dr. Curtis' service in the national recreation movement covered a broad range of interests over a long span of years. He worked vigorously and persistently for play for children, for recreation for rural America, and for recreation for our older citizens. His service has left its definite imprint on the recreation movement and will be long remembered."

* * *

S. Wales Dixon, former NRA field secretary and recreation director at Hartford, Connecticut, died at the age of eighty-two.

Mr. Dixon was born in Fairport, New York, and developed a great interest and exceptional ability in sports as a boy. This interest took him to Rochester, New York, where he joined the YMCA. In 1893 he went to the YMCA in Hartford as assistant gym instructor. It was during that year that Dr. James Naismith brought his Springfield College basketball team to Hartford and introduced the new game. Mr. Dixon then coached his city's first basketball team, and later introduced softball there. He has often been called Hartford's best all-around athlete.

In 1914 he became city recreation director, a post he held until 1921 when he joined the NRA (then called the Playground and Recreation Association of America) as the New England field secretary. The old park concept still existed at that time, and Mr. Dixon was instrumental in promoting more active recreation use of parks and better qualified leadership.

He returned to Hartford in 1934 and was in charge of the training of recreation supervisors until his retirement in 1948.

* * *

Dr. Helen L. Coops, nationally known in the field of physical and health education and a University of Cincinnati faculty member for thirty years, died at Good Samaritan Hospital in Cincinnati.

She attended Connecticut College for Women from 1918 to 1920, then transferred to Barnard College, where she received the bachelor of science degree in 1922. Postgraduate studies in Teachers College, Columbia University, led to master of arts and doctor of philosophy degrees.

In 1923 she went to Cincinnati University as instructor in physical and health education and, through a succession of promotions, became a full professor in 1950. She was one of the originators and director of the university's annual Greek games, traditional competition between freshman and sophomore women. Interested in music and the fine arts, Dr. Coops lectured in this field.

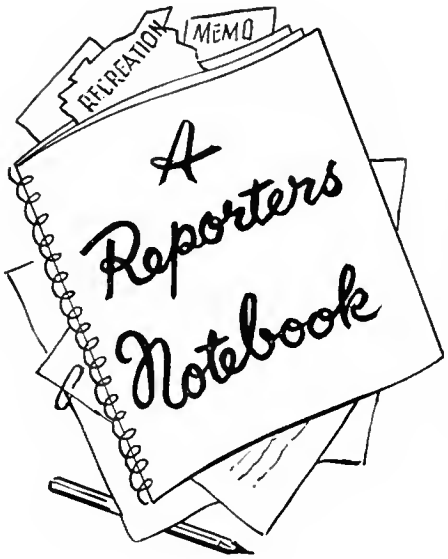
During World War II she was on foreign duty with the American Red Cross.

Through her years in Cincinnati, she received numerous local, state, regional, and national honors.

* * *

Dr. William L. Lloyd received final tribute from city officials, his former colleagues, professional associates, and a host of friends when funeral services for the retired director of the Cabrillo Beach Marine Museum, San Pedro, were held last December.

Born in Springtown, Osborn County, Kansas, in 1880, Dr. Lloyd was graduated from the University of Pennsylvania's College of Dentistry and practiced his profession for many years. He came to Los Angeles in 1922 and joined the former department of playgrounds and recreation in 1934 as the first director of Los Angeles' Municipal Marine Museum, then located in a small room on the old Sunset Pier, Venice. Under his guidance, the Marine Museum expanded until it became necessary to move it into larger quarters at Cabrillo Beach where it achieved worldwide renown. Dr. Lloyd made a notable contribution to its success when he donated to it his fine personal sea shell collection. He retired as the museum's director in 1950, and was instructor in biology at Los Angeles State College during the academic year 1950-51. He returned to Cabrillo Beach Marine Museum late in 1951 as concessionaire and advisor for the recreation and park department.



Nature Leaders' Workshop

The Los Angeles City Recreation and Park Department is currently sponsoring a "Workshop for Nature Leaders" which consists of a series of eight Wednesday evening lectures, illustrated with slides or demonstrations, and table displays which are changed weekly, on birds, rocks, nature crafts, reptiles, mammals, fish, native plants, insects, shells, nature games and books. David Gray, director of the Fern Dell Nature Museum is in charge of the workshop.

Hospitality Box

Mrs. Elizabeth Robbins, a former NRA sponsor from West Orange, New Jersey, keeps a "Hospitality Box" in her home. The box itself is a simple metal bread box which she decorated attractively with Pennsylvania Dutch designs and the words "Lord, grant enough to serve our ends—with some left over for our friends" on the outside, and "Hospitality Box—Keep Me Filled!" on the inside of the cover. Into her box she puts such items as instant coffee, tea bags, cocoa, rye crisp, mayonnaise, canned chicken, fruit, paper napkins, jam, crackers, and cookies—to be used as gifts or refreshments when friends drop in. This idea, which would make an interesting project for women's craft groups, has many possibilities for adaptation to recreation center programs. Why not try a hospitality box at camp (it could be stocked with special treats and opened as a surprise at a special program); or at club meetings; or to take on a visit to shut-ins.

Don't-Do-It-Yourself Movement for Business

While the do-it-yourself movement is becoming bigger among consumers, the don't-do-it-yourself idea is even more important in business and industry, according to the "York Report," published by York Engineering and Construction and York-Gillespie Manufacturing companies of Pittsburgh.

Though householders are "expanding expansion attics, painting furniture, making like carpenters, slip-covering their sofas, cutting each other's hair," business is finding it pays to hire experts to perform special services. "Industry's swing to not doing things for itself—although somewhat obscured by the sparks from the consumer do-it-yourself pinwheel—has been quietly moving ahead . . . more and more other functions are being put into the hands of those who can do them best."

Businesses normally obtain services of other firms specializing in law, taxes, engineering and advertising and now, in increasing frequency, businesses are contracting with other companies to train salesmen, handle personnel, conduct labor negotiations, book travel reservations, manage in-plant eating facilities, supervise safety programs, maintain quality controls, conduct process and product research, ascertain employee and public attitudes and solve other problems, the report points out.

Hawaiian Notes

Two very interesting items in the *Playground News*, monthly publication of the Honolulu Recreation Division, told about a unique workshop and a graduation celebration. The workshop—on how to make native Hawaiian instruments—was attended by twenty-eight staff members; and many outside resources were used to make it a success: a local craftsman gave professional advice; a dance teacher gave a lecture and performed ancient dances; someone else sent bamboo to be used for one of the instruments; and so on.

One hundred and thirty women—mothers, grandmothers and one great grandmother—received certificates at the graduation exercises for the mothers' swimming classes. An all-day program marked the event with formal exercises, recognition for the volunteers who helped make the classes possible, a lavish buffet luncheon prepared by the mothers, music, dancing, and swimming.

New Camp for Older People

Bronx House-Emanuel Camps has begun construction of a summer camp facility designed especially for people over sixty-five. It will be the fourth unit at the agency's camp site at Copake, New York.

According to Charles Ansell, camp director, the entire unit—building, terrain, room interiors—will be built exclusively for the comfort and convenience of older men and women. Two-week vacations will be provided, and about seventy-five persons will be accommodated during each period.

Facts and Figures . . .

• *Mobile, Alabama*—Contracts have been let for a swimming pool at Baltimore Park to accommodate 260 swimmers at a time and fill a long standing summer program need.

• *Fort Atkinson, Wisconsin*—A ninety-five-acre site has been selected for a huge swimming pool and picnic area. The wedge-shape pool will be 150 feet long, 60 feet wide at the shallow end and 50 feet at the deep end.

• *Dayton, Ohio*—New quarters to replace the over-burdened present facilities of the Dayton Boys Club, estimated to cost $467,000, will be partially paid for through public subscription. During 1952, this Community Chest agency had a membership of 1,204 boys who paid 142,336 visits to the club rooms. At an average of two hours and forty minutes per visit, the total cost of running the club amounted to less than nine cents per hour per boy.

• *Oklahoma City, Oklahoma* — One hundred and forty-five people, representing thirty-nine agencies, participated in a recent recreation leadership training course in social recreation conducted by Anne Livingston of the NRA. There were representatives from thirteen churches, eight schools and colleges, three hospitals, and many private agencies as well as from the municipal recreation department.

• *Alameda, California* — A $106,000 park improvement program will include developing regular park features, a $35,000 clubhouse, and a swimming pool.

• *Tacoma, Washington*—Part of the $500,000 improvement program will be spent for a combined building for service and for golden-agers in downtown Wright Park. Two new playground recreation buildings, four wading pools, an animal building at the zoo, and a $200,000 salt water swimming pool are some of the other projects.

• *Cincinnati, Ohio*—Two new community buildings have been built on playgrounds adjacent to pools: the Corryville building at a cost of $85,078 and the Mount Washington Playground building at $77,965. Each building contains shower and restroom facilities, a group room with a series of rolling doors which open to the beachwalk of the pool to combine both spaces for general activities, and an apartment for a resident caretaker.

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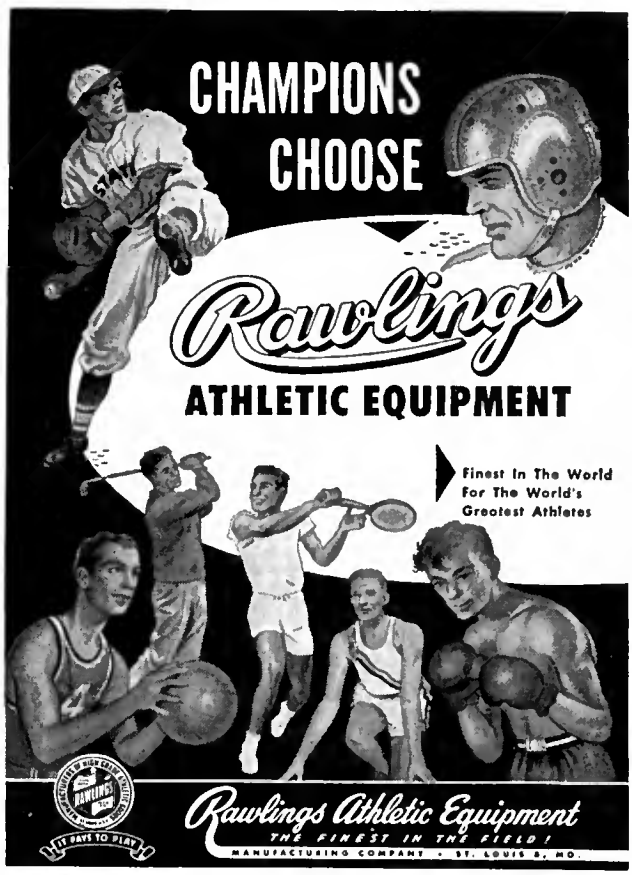
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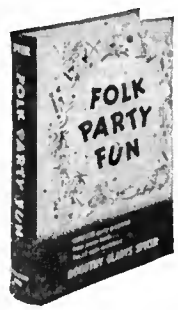

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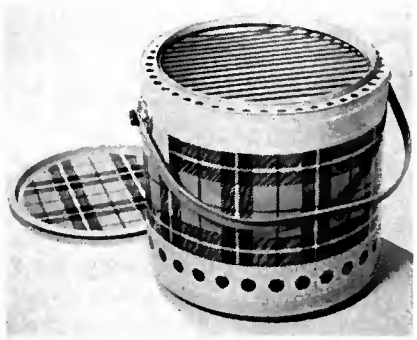

double as a small space heater in a cabin or lodge. Charles Lipton, Ruder and Finn Associates, 32 East Sixty Eight Street, New York 21, will send an illustrated brochure on request.

Rhythm Band Primer—Catalog

A very interesting and worthwhile booklet, filled with helpful instructions on building and directing a rhythm band, with complete catalog of instruments, orchestrations and publications, this newly revised edition of the *Peripole 'little symphony' Rhythm Band Parade* is offered free of charge to recreation leaders. For your copy, write to the Education Department of the Peripole Products, Incorporated, 2917 Avenue R, Brooklyn, 29, New York.

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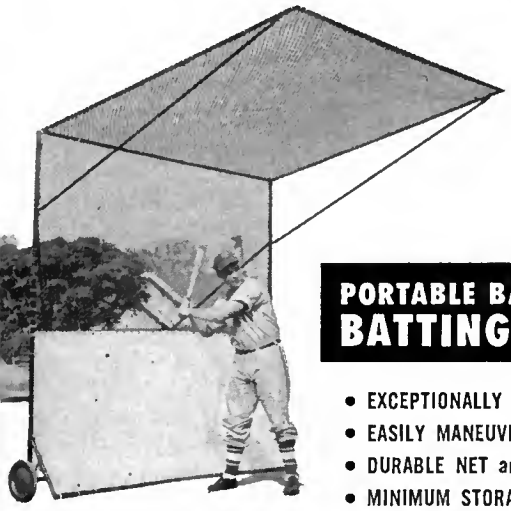

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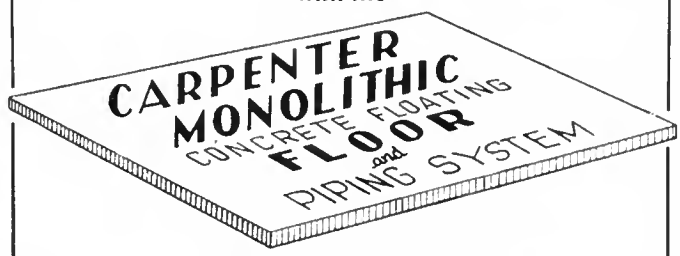

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Listening and Viewing

Publications

Children and TV—Making the Most of It is a new forty-page bulletin which has just been published by the Association for Childhood Education International in response to requests of parents and teachers for immediate help on the problem.

Outstanding educators familiar with children and with TV have combined to present a positive and constructive approach to television and family living.

The research that has been done in connection with children and television is covered by Paul Witty. Florence Brumbaugh discusses the effect of television advertising. Alyce Seekamp writes of the teacher's role in utilizing in and out of school experiences with TV. A variety of anecdotes of family solutions to TV in their homes reinforces the points made throughout the bulletin. Published in February 1954, pages 40, price $.75; 20 per cent discount on lots of twenty-five or more. Order from Association for Childhood Education International, 1200 - 15th Street, N.W., Washington 5, D. C.

Educators Guide to Free Films, 1953, is the thirteenth annual edition of this helpful work tool. Its listing of 2,574 titles of free films—of which 562 are new—can be more than worth its price of $6.00. Order from Educators Progress Service, Randolph, Wisconsin.

Educators Guide to Free Slide Films, 1953. This fifth annual edition lists 609 titles. $4.00. Order from Educators Progress Service, Randolph, Wisconsin.

Educational TV

"During the past year a most significant development in American communications and education took place: the first two non-commercial educational television stations in the country, at Houston and Los Angeles, went on the air. Nearly fifty applications to build stations have been filed with the Federal Communications Commission and almost thirty permits have been granted. Eventually the whole nation could be nearly blanketed with the output of educational stations, for the FCC has reserved twenty-five channels exclusively for education.

"The progress educational TV has made in less than two years is great news, for it shows that Americans are working hard to take advantage of an opportunity that will leave its mark on many generations to come: it will help to provide education and understanding that are essential if we are to fulfill our obligations as citizens. And with education and understanding, we can fashion an era of opportunity that could outshadow all those the world has known before.

"So determined are many communities to get their educational TV stations in operation, that they have planned programs long in advance of the completed fund raising and purchasing of equipment. Detroit is a good example. Specific programs, with titles, have been worked out to fill six hours a day. These are shows that the people of Detroit have said, through the educational TV program committee, that they want, not what someone thinks they want. Subjects include the symphony, galleries and museums, even a show on how to glamorize housework.

"Communities are discovering that they have many program resources they never realized were in their own backyards. To develop them will take ingenuity and imagination."—DR. MILTON EISENHOWER, in *National AMVET*, January 1954.

Films

★ The recreation department in Dodge City, Kansas, has completed a film covering the 1953 recreation program.

★ World Series films of 1953 are now ready, and are available to all ABC teams and leagues at no cost other than shipping charges both ways.

Also added to the large ABC film library is another short subject "Building Big Leaguers," showing how young diamond prospects are trained by the Brooklyn Dodgers and Cleveland Indians at their amazing training camps to take care of hundreds of young hopefuls. Shipping charges average $3.00 per round trip for each five hundred mile journey for each subject.

One condition of showing these films is that *all programs must be free.* Write to American Baseball Congress, Battle Creek, Michigan, for further particulars.

Added service to ABC teams in obtaining the 1953 World Series film will be provided by the Hillerich and Bradsby Company, makers of the famous Louisville Slugger Bats, who are one of the film's sponsors. Teams or leagues desiring to write directly to Hillerich and Bradsby, address Department NR, Hillerich and Bradsby, 424 Finzer Street, Louisville 2, Kentucky.

PLEASE

All manuscripts submitted for publication in RECREATION should be *double-spaced*, have *good margins*, and should be a first copy NOT a carbon!

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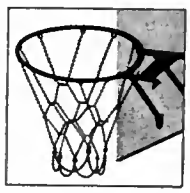

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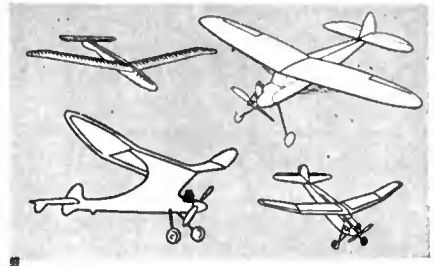

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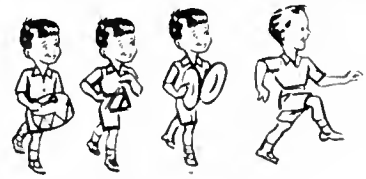

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Canadian Distributors: Thomas Allen, Ltd., 266 King Street West, Toronto 28, Ontario

Books Received

AMERICAN HOUSING, PROBLEMS AND PROSPECTS. The Twentieth Century Fund, 330 West 42nd Street, New York 36. Pp. 466. $3.00.

ART EDUCATION FOR SLOW LEARNERS, Charles and Margaret Gaitskell. Chas. A. Bennett Co., Inc., Peoria 3, Ill. Pp. 46. $1.75.

BETTY WHITE'S DANCING MADE EASY. David McKay Co., Inc., 55 Fifth Avenue, New York 3. Pp. 276. $3.95.

COLLECTING BUTTERFLIES AND MOTHS, Ian Harman. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 128. $1.95.

CONQUEST OF EVEREST, THE, Sir John Hunt. E. P. Dutton & Co., Inc., New York 10. Pp. 300. $6.00.

EARLY AMERICAN SPORT. Compiled by Robert W. Henderson. Second Edition. A. S. Barnes & Co., New York 16. Pp. 234. $10.00.

FUN WITH MATHEMATICS, Jerome S. Meyer. The World Publishing Company, 2231 West 110th Street, Cleveland 2, Ohio. Pp. 176. $2.75.

ONE-ACT PLAYS FOR ALL-GIRL CASTS, Marjorie B. Paradis. Plays Inc., 8 Arlington Street, Boston 16, Mass. Pp. 193. $2.50.

SATISFACTIONS IN THE WHITE-COLLAR JOB, Nancy C. Morse. Institute for Social Research, University of Michigan, Ann Arbor, Mich. Pp. 235. $3.50.

SCIENCE FUN WITH MILK CARTONS, Herman and Nina Schneider. Whittlesey House, McGraw-Hill Book Co., Inc., New York 36. Pp. 159. $2.50.

SOCIAL WORK YEAR BOOK 1954. American Association of Social Workers, 1 Park Avenue, New York. Pp. 703. $6.00.

WONDERS OF THE HEAVENS, Kenneth Heuer. Dodd, Mead & Co., New York 16. Pp. 81. $2.50.

Pamphlets

EIGHTY-FOURTH ANNUAL REPORT, JULY, 1952, THROUGH JUNE, 1953. The American Museum of Natural History, Central Park West at 79th Street, New York 24. Pp. 80. Free.

FUN AT THE MEETING PLACE. GAMES FOR SMALL GROUPS. HOMEMADE GAMES. National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago 5, Ill. Pp. 32 each. $.10 each, set of three for $.25.

HOW TO MAKE A LITTLE GO A LONG WAY. Young's Research Service, P. O. Box 72, Gracie Station, New York 28. Pp. 64. $1.00.

MEDICAL RESEARCH MAY SAVE YOUR LIFE! Gilbert Cant. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. $.25.

REHABILITATION OF INDUSTRIAL HAND AND ARM DISABILITIES, THE. The Institute for the Crippled and Disabled, 400 First Avenue, New York 10. Pp. 47. $1.00.

SAMUEL FRENCH BASIC CATALOGUE OF PLAYS, THE. Samuel French, Inc., 25 West 45th Street, New York 36. Pp. 388. Free.

STRANGER AT OUR GATE, THE, Hubert H. Humphrey, Jr. Public Affairs Committee, New York 16. Pp. 28. $.25.

THINKING AHEAD IN YMCA PHYSICAL EDUCATION. National Council of YMCA, 291 Broadway, New York 7. Pp. 41. $1.00.

THIRD ANNUAL REPORT, 1952-1953. The National Assoc. for Mental Health, Inc., 1790 Broadway, New York 19. Pp. 39. Free.

20TH ANNIVERSARY YEARBOOK OF ADULT EDUCATION, 1953. New York Adult Education Council, Inc., 254 Fourth Ave., New York 10. Pp. 112. $2.00.

U. S. NAVY OCCUPATIONAL HANDBOOK FOR WOMEN. Bureau of Naval Personnel, Washington 25, D. C. Unpaged. Free.

Magazines

BEACH AND POOL, *December 1953*
- Pool Water Chlorination.
- Design Portfolio: Diatomic Filter.
- Judging Synchronized Swimming, Beulah Gundling.
- Swimming Pool Operators' Association, Thomas F. Buckley.

January 1954
- Sanitation of Bathhouses, A. W. Morrison, Jr.
- A Report on the Electronic Alarm, Carl C. Lienau.
- Design Portfolio: Gravity Rapid Sand Filters.
- Pool Construction and Maintenance Methods, Frank H. Snary.

CAMPING MAGAZINE, *January 1954*
- How to Raise Camp Building Funds, Harley Van Akkeren.
- Expanding Your Waterfront Program, Joseph L. Hasenfus.
- Movies Can Enrich Your Camp Program, Howard G. Gibbs.
- Capture Your Campers' Interest in Nature.

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *January 1954*
- Planning Outdoor Spectator Structures, Richard Westkaemper.
- Recreation Leadership for Physical Education Majors, James G. Mason.
- A Community Swims at the School, Howard Ploessel.
- From One to One Hundred, Henry J. Ponitz.

PARKS AND RECREATION, *December 1953*
- The Facts on National Park Service Operation.
- Institute Education Committee Report, Robert E. Everly.
- It All Comes From the Same Pocket, L. A. Touchae.
- New Park—East Bay Regional Park District (California), Richard E. Walpole.

January 1954
- Cape Hatteras—Seashore for Everyone, H. Raymond Gregg.
- Vizcaya—Dade County Florida
- Tideland Oil Funds Sought to Aid Parks.
- Honolulu's Beach Parks.
- A Swimming Pool for Your City, John A. Corrick.

PARK MAINTENANCE, *December 1953*
- "Take-up Rinks," Newest for Artificial Outdoor Ice.
- Park Trees, Jacob Gerling.
- "Operation Units" (King County Washington).

January 1954
- Advisory Boards—Do They Mean Anything to a Park System?
- Small Community Gets a Lot for the Money with Dual Facility, Leo J. Feser.
- Detroit's Holiday Present to Public Is Its Second Artificial Ice Rink.
- Short Golf Course Is Becoming More of Attraction for Use in Parks.

TENNIS FOR TEACHERS

Enlarged Edition, 227 pp. . . . $4.00

MEN AND WOMEN TENNIS COACHES—This book gives stroke mechanics and strategy; teaching methods for handling large groups of pupils on one court. Included are 73 action photos and diagrams; Official Tennis Rules; graphic wall chart with 18 sketches.

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A handbook for players, 109 pp. . . . $2.00

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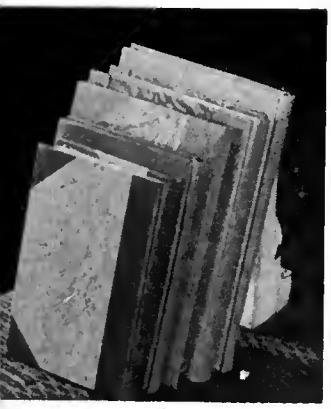

new Publications

Covering the Leisure-time Field

Hunting with the Microscope

Gaylord Johnson and Maurice Bleifeld. Sentinel Books Publishers, Incorporated, 112 East 19th Street, New York 3. Pp. 131. $.75.

Counselors in your camp can make use of this book to introduce young people to the sciences in an exciting and dramatic way. Science clubs in community centers will want to investigate it too. It is a beginner's guide to exploring the micro-world of plants and animals and, starting with a chapter on "How to Use the Pocket Lens—Simplest Microscope of All," it tells "How to Choose Your Weapons for Hunting in the Micro-Jungle," "Where and How to Hunt Microscopic Big Game," "How to Do Microscopic Detective Work," and so on. Generously illustrated with helpful sketches, reasonably priced.

The Magic Lake

Robert Oberreich. J. P. Lippincott Company, East Washington Square, Philadelphia 5, Pennsylvania.

A book for boys—and a good one—written by a recreation leader from a first-hand knowledge of boys, is always news. Bob Oberreich is co-founder and director of the famous Madison Square Children's Theatre in New York City. His own account of this interesting and colorful experiment on the lower East side appeared, in the November 1951 issue of RECREATION, under the matter-of-fact title, "Unique Children's Theatre.")

The Magic Lake is the story of four red-blooded boys in the northern woods. Anything can happen, and does, in this thrilling tale of a "summer to beat all summers." For youngsters ages eight to twelve.

Mr. Oberreich was asked whether there were any special or unusual circumstances connected with its writing. "Yes," he said, "Three hundred alert and hypercritical juvenile editors worked on it with me." No wonder it's good.

BASEBALL

THE PICTORIAL BASEBALL INSTRUCTOR, Lamont Buchanan. E. P. Dutton and Company, Incorporated, New York 10. Pp. 124. $2.95.

BATTING AS MAJOR LEAGUERS DO IT, Clifford W. Brown. Soccer Associates, 10 Overlook Terrace, New York 33. Pp. 82. $2.50.

Spring usually brings a rash of books on baseball; and the two mentioned here are among the early birds in 1954. *The Pictorial Baseball Instructor* is a book of action photographs of well-known ball players. It shows, by means of these pictures, just how each position is played—on three levels: college; big league; little league—and it offers forty rules "to enable you to play any position."

Batting As Major Leaguers Do It, on the other hand, concentrates on techniques that are "murder to all pitchers." It is a book designed to be of help to coaches in high schools, prep schools and colleges, and presents the fundamentals of batting in easy-to-learn exercises that the boys can use to help themselves on their own time.

Visual Aids for the Public Service

Rachel Marshall Goetz. Public Administration Service, 1313 East 60th Street, Chicago 37, Illinois. Pp. 89. $3.25.

Welcome, indeed, is this good practical manual containing the "know-how" of using visual aids—so important nowadays in the telling of your story! Prepared by Mr. Goetz, as a result of a pilot study of the improved use of the tools of communication—conducted by the Public Administration Clearing House in Chicago—it covers bulletin boards, posters, displays, graphics, films, film strips and so on, telling how to utilize these media to: arouse attention; convey information; organize ideas; motivate action. It explains simply, and with the help of amusing sketches, the essentials of obtaining good results; and, although not inexpensive, is worth the price. Administrators and program leaders alike would do well to add this to their working libraries.

YOUR PAMPHLET SHELF

GUIDE FOR AGENCY SELF-APPRAISAL, Harleigh B. Trecker. Federation of Protestant Welfare Agencies, Incorporated, 207 Fourth Avenue, New York 3. Pp. 24. $.35.

Excellent tool for any agency, public or private, this guide has been prepared in consultation with the Federation of Protestant Welfare Agencies. Mr. Trecker is dean of the School Social Work, University of Connecticut, and well known for his publications of books and articles in that field. At present he is serving as president of the American Association of Group Workers.

TELL-TALES. Nursery Training School Alumae Association, 355 Marlborough Street, Boston, Massachusetts. Pp. 24. $.50.

The second in a series of play-pamphlets, which is a collection of stories and verses for young children—some of which are original tales tested in nursery school groups. Bibliography is a list of books for the storyteller.

PAPIER MACHE, LaVerne Moritz.

PAINTING ON TEXTILES, LaVerne Moritz. LaVee Studio, 22 East 29th Street, New York 16. Pp. 48. $2.00 each.

The former is the second printing of a paper-bound book on "how to make things from newspapers." Includes well-illustrated sections on dishes and trays, masks, puppet heads, penny banks, Indian designs, jewelry, figurines, worry birds, window displays, model railroad tunnels and trees. Some good crafts projects, and fresh ideas here.

Painting on Textiles is new, and is planned for group leaders, is good for community centers, playgrounds, camps, schools.

WOOD AND ART METAL, Harold O. Akeson. The Bruce Publishing Company, Milwaukee 1, Wisconsin. Pp. 62. $.85.

This publication of instructional aids is the result of the author's experience in teaching metalcraft in a general shop. The original projects presented are carefully considered in the light of objectives of the type of work involved, and are based on years of experience. Instructions are concise, and are clarified by helpful diagrams.

BETTER CAMPING—A Procedure for Administration of National Standards

and Desirable Practices for YMCA Camps. Association Press, New York 7. Pp. 36. $.75.

Outline of standards suggestive for all camps.

Ernest Thompson Seton's America

The Devin-Adair Company, 23 East 26th Street, New York 10. Pp. 413. $5.00.

Anyone of you who remembers the animal and nature tales of Ernest Thompson Seton from your own childhood will be glad to meet these old friends again, and will want to pass them on to the young people of today. This collection, edited with careful discrimination, is a boon to the storyteller—including, as it does, his campfire Indian legends, and old favorites such as "Lobo," and "Krag"—as well as to all nature and camping departments. Mr. Seton's writing is timeless, and his things appeal to all ages. During his long career as naturalist, he founded the Woodcraft League, forerunner of the Boy Scouts.

McCall's Giant Golden Make-It Book

Simon and Schuster, New York 20. Pp. 256. $2.95.

A book that can be a boon to harried mothers of restless offspring on that rainy afternoon, or to camp counselors or other leaders of children's groups. There is something for every-age child to do or to make—with colored illustrations showing just how to proceed. A section on the use of basic tools tells how the right tools, properly used, can make doing things simpler. Suggestions also include the use of second-hand materials, throwaways—money savers—for the creation of some useful or enjoyable product. Anyway, what boy wouldn't like to make a boat that floats, or what little girl could resist turning a paper box into doll furniture? Making a miniature garden, or a chemical garden, is fun too. What about an Easter basket? You'd better investigate.

"8 to 18"

J. Wesley McVicar. The Physical Education Department, National Council of the YMCA's of Canada, 15 Spadina Road, Toronto 4, Ontario. Pp. 196. Single copies $3.00, two copies $5.00.

For leaders conducting a program of activities for boys, this graded and progressive outline—of physical education activities which have proved effective in the YMCA's of Canada—offers instructions for a wide selection. It includes stunts and agility exercises, marches, tumbling, group games, relays, athletics.

Official Softball—Track and Field Guide, Jan. 1954 - Jan. 1955

American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C. Pp. 160. $.50.

This official guide book, just out, is a part of the official Sports Library for Girls and Women, which is published for the National Section for Girls and Women's Sports by the American Association for Health, Physical Education and Recreation. It contains excellent articles on sports for women, written by women, as well as official rules, listing of visual aids, techniques for officiating at games, and so on. Discounts are given on quantity orders.

Handweaver & Craftsman

Handweaver & Craftsman, Incorporated, 246 Fifth Avenue, New York 1. Pp. 64. Quarterly. $1.00 a copy, $4.00 a year.

If you are interested in weaving, you should know about this periodical which is now entering its fifth year, and which is published quarterly. The Winter 1953/1954 issue which has come to our desk is filled with fascinating engravings of fabric designs—old and new. It not only offers historical backgrounds, but all sorts of practical ideas and information. Do you know, for instance, what Aaklae weaving is, or about the new man-made fiber which has been developed for handweavers, or the schedule of exhibitions between now and June? If not, you'd better look into this!

Making Pottery Figures

Marjorie Drawbell. Studio Crowell, New York 16. Pp. 96. $4.50.

A beautiful book which is concerned primarily with offering how-to-do information on the reproduction of modelled figures. Some knowledge of casting is assumed, but the book provides practical guidance at every stage of modelling, mold-making, pouring, drying, firing, decorating, glazing, and in the selection of a kiln. Stage-by-stage photographs accompany the text and make Miss Drawbell's instructions extraordinarily clear.

Science Fun with Milk Cartons

Herman and Nina Schneider. Whittlesey House, McGraw-Hill Book Company, Incorporated, New York 36. Pp. 159. $2.50.

No one would guess that all of these things—bridges, dump trucks, railroad cars, boats, elevators and many more—can be made from milk cartons! This book contains the simple detailed directions that are needed and Jeanne Bendick's easy-to-understand drawings. Mr. Schneider developed milk carton models to use in his work as science consultant for the New York City schools, and teachers, as well as boys and girls, were fascinated. The idea was written up in the press, from coast to coast. Perhaps you saw it? At any rate, these ideas have been tried out and found practical.

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March and April 1954

HELEN M. DAUNCEY Social Recreation	Seattle, Washington March 1-4	Ben Evans, Director of Recreation, 100 Dexter Avenue
	Portland, Oregon March 8-11	Bureau of Parks and Public Recreation, and Council of Social Agencies
	Pacific Northwest District March 15-April 1	W. H. Shumard, NRA District Representative, 2864 30th Avenue West, Seattle, Washington
	Yakima, Washington April 6-9	Ed Putnam, Recreation Director
	Boise, Idaho April 12-15	W. E. Everts, Director of Recreation, City Hall
ANNE LIVINGSTON Social Recreation	Emporia, Kansas March 23-25	James A. Peterson, Superintendent of Recreation
	Manchester, Georgia April 5-8	C. V. Blankenship, Callaway Mills Company
	Milstead, Georgia April 12-15	James F. Snider, Callaway Mills Company
MILDRED SCANLON Social Recreation	Long Beach, California March 8-11	Walter L. Scott, Director of Municipal and School Recreation, Long Beach Recreation Commission, 235 E. 8th St.
	Hayward, California March 15-18	Hayward Area Park, Recreation and Parkway District, and Hayward Adult and Technical School
	Reno, Nevada March 22-25	W. C. Higgins, Superintendent, Department of Parks and Recreation
	Santa Rosa, California March 29-April 1	Hans A. Thompson, Recreation Director, Recreation Department, 500 King Street
	Pasadena, California April 5-8	E. E. Bignell, Director of Recreation, Pasadena Department of Recreation, 1501 East Villa Street
	Salt Lake County, Utah April 12-15	Paul S. Rose, Superintendent, Salt Lake County Recreation Department, 5177 South State Street, Murray
	Hammond, Indiana April 27-30	John N. Higgins, Recreation Director, Board of Parks and Recreation
GRACE WALKER Creative Recreation	Oakland, California March 1-4	Jay M. VerLee, Superintendent of Recreation, Recreation Department
	Williamston, North Carolina March 22-25	W. A. Holmes, Principal, E. J. Hayes School, Box 111
	Halifax, North Carolina March 29-April 1	Mrs. Bessye S. Wilder, Supervisor, Halifax County Schools
	Charlotte, North Carolina April 5-8	Miss Rosalie F. Wyatt, Supervisor, Mecklenburg County Board of Education
FRANK A. STAPLES Arts and Crafts	Phoenix, Arizona March 1-4	Henry T. Swan, Superintendent of Recreation, Parks and Recreation Department, 2700 North 15th Avenue
	Pasadena, California March 8-11	E. G. Bignell, Director of Recreation, Pasadena Department of Recreation, Jefferson Recreation Center, 1501 East Villa Street
	King County, Washington March 15-25	Russell Porter, Director of Recreation, King County Park and Recreation Department, 612 County-City Building, Seattle
	Boise, Idaho April 19-29	W. E. Everts, Director of Recreation, City Hall

Miss Dauncey and Mr. Staples will attend the NRA Pacific Northwest District Conference at Spokane, Washington, March 29-31. Mrs. Livingston will attend the NRA Midwest District Conference, March 31-April 3 at Hutchinson, Kansas.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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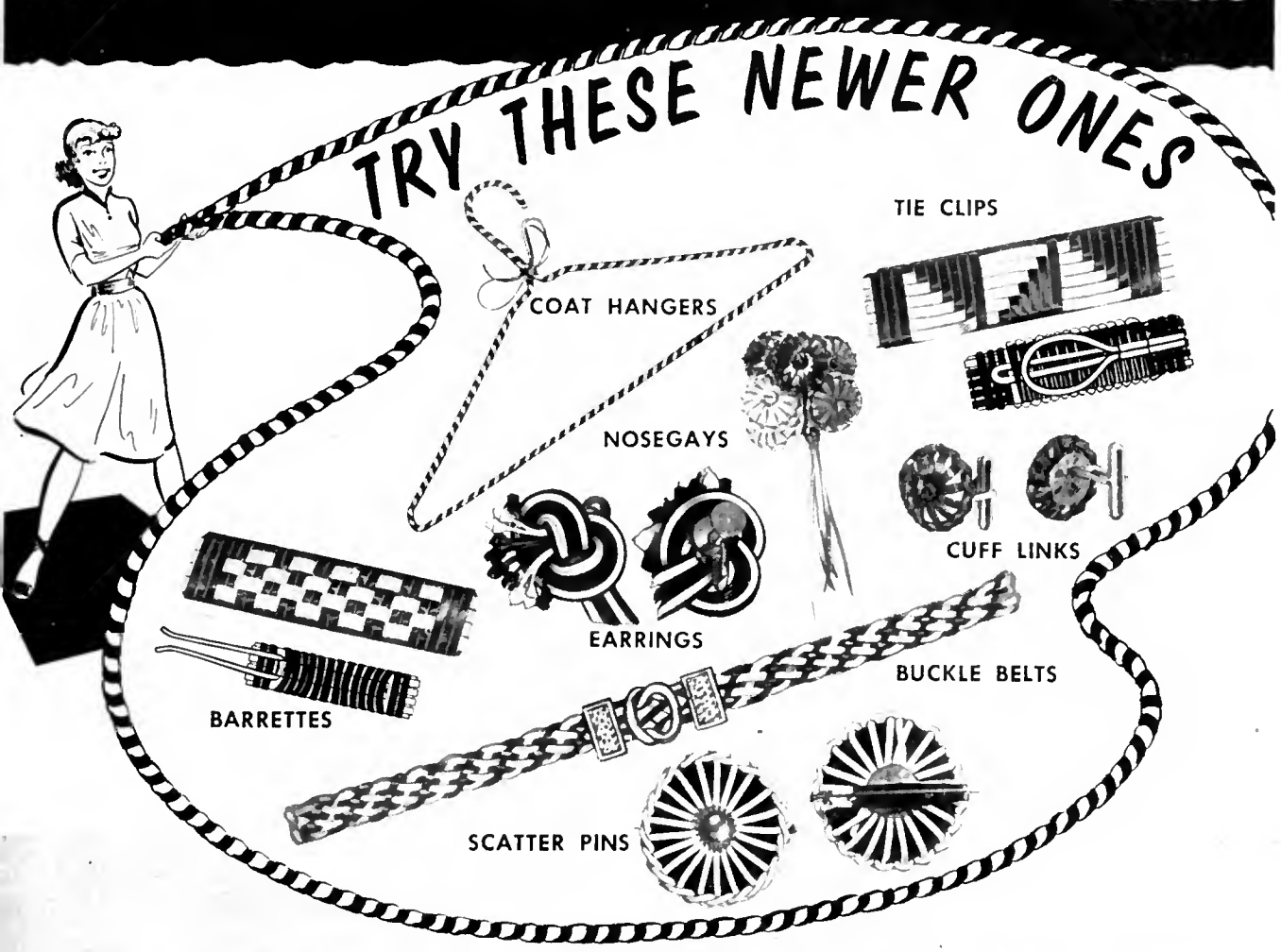

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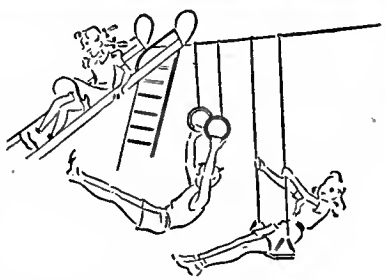

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Vol. XLVII Price 50 Cents No. 4

On the Cover

HIS BUSY DAY. The Easter Rabbit, traditional symbol of Easter in America, hides brightly colored eggs for children to find on Easter morning. This particular bunny is preparing an egg hunt for the children of Syracuse, New York.

Next Month

Our special annual Playground Issue appears in May this year. Designed to be of help to planning groups, it will carry articles about playground programs and problems. Among them don't miss the story of experimental work being done in the Hayward Area in California; that of the clever and very modern pageant produced in Austin, Texas; and the "how-to" to make an appraisal of your summer playground program. With Music Week coming along next month you will want to read of the inspiring musical program "Singing City," by Nettie Mae Merritt. The series of articles, "Planning Recreation for the Modern City," by top planning experts, will be completed in this issue—with the last half of Mr. John T. Howard's article on "plan preparation." The series will be issued in reprint form.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Speaking of JUVENILE DELINQUENCY

A voice from the past makes us wonder; have children changed so much? The following remarks, as pertinent today as ever, are excerpeted from "Why Teach a Child to Play," by George E. Johnson, *Proceedings Third Annual Playground Congress*, 1909.

WHY SHOULD we teach children to play? Can play be supervised? Last January in Washington these questions were seriously debated in Congress and an appropriation for playgrounds was defeated on the ground that supervised play was unnatural, that you could not teach children to play. I was told that one of the distinguished gentlemen said, "You might as well try to teach fishes to swim as children to play."

He was right—so far as he understood what he was talking about. I have much sympathy with those who note how far in our attempt to educate the child we have taken from him his initiative, who object to further encroachment upon the sacred domain of childhood. But the records of that debate show an entire lack of comprehension and much ignorance of the whole question. Of all things, the advocate of supervised play is trying to restore initiative to the child. That is just the reason why he advocates supervision. Would the gentleman advocate that a mother should not supervise the appetites of her children, or their hours of sleep? Play has always been supervised, has always been taught. A bird is taught its song by those of its kind. A school boy reared a young robin and taught it to whistle. It never once gave the call of a robin.

A kingfisher teaches its young to fish, a cat plays with her kittens. Hands off the play instinct? Did the child or the mother originate "This little pig went to market" and the scores of mother plays that have been common to all races and all times?

Did a boy ever play baseball who was not taught by some one? A boy no more inherits the game of baseball than he inherits the Lord's Prayer. What a boy does inherit is an instinct for throwing just as a bird inherits the instinct for singing but not the song. When this instinct is not supervised, what happens? Some Pittsburgh boys were arrested and brought to the juvenile court. They had thrown stones at moving passenger cars in the ravine below them. In common with other boys they had the instinct for throwing, but it was not supervised.

Little Tim appeared in our juvenile court for stealing apples. He was warned, and let go, but returned again and again. In despair the probation officer said, "Now, Tim, tell me honest, why do you steal these apples? Do you get so hungry for them that you just can't help it?" The boy looked a little surprised, hung his head a moment and then said, "Why, I don't care much about eating 'em, but it is such fun to have old Smudge chase me." Chase him! And why not? Thousands of generations of boys before him have been chasing some real or fancied good or fleeing some real or fancied evil. There was another boy whose instinct for the chase was supervised. Tag, hill dill, prisoner's base, and finally football were taught him, and one day in a stadium with twenty-five thousand people rising in enthusiasm to their feet he carried the ball for a gain of fifty yards down a protected field. The love of chase born in Tim was the same as in the other, but the one was supervised and the other not.

No case ever appeared in the Pittsburgh juvenile court or any other juvenile court in which the act committed was not prompted wholly or in part by some impulse which under other relations and other associations could not be both right and desirable.

The police and criminal courts are full of cases of misdirected rivalry and competition, the right expression of which has meant so much to the world. Boy gangs stoning and knifing each other is unsupervised rivalry play, organized games the supervised. There is hardly anything finer in the social relations of men than the spirit of true sportsmanship that despises an unmerited advantage and that is master of victory and of defeat. Chivalry developed with the tournament and the joust.

Is it not true that environment teaches, that a part of teaching a fish to swim is to give it an opportunity to swim? A part of teaching a child to play is giving him an opportunity to play. From down deep in the child come the age-old, unceasing calls for him to be something, to do something. No great mind, no great character, ever blessed the race who did not lay the foundations of his individuality, his might and his worth in answering to those deep calls of his nature.

Why teach a child to play? One might as well ask why teach a child at all. Play was the mother of education. Species and races have advanced proportionately as they have played. Nay! as they have taught play. With what perfectly adapted and entrancing steps does play still lead the young child unto knowledge and efficiency! And when finally he is taken into the school, his education is effective proportionately as it gathers inspiration and force from the great stream of humanity, which vastly more than the individual himself determines the issues of each individual life. To try to educate children otherwise is to fly in the face of the immutable purpose of God himself, which he has revealed to us in the story of evolution.

Things You Should Know . .

▶ DEADLINE FOR STORIES, articles and other items of interest for the special school-recreation issue of RECREATION magazine is May 14. We would like to have: specific examples of community-school cooperation in program activities, leadership planning, use of facilities. We would appreciate receiving pet ideas for noon-hour or recess activities; stories of school-room parties; ideas for proms; other teen-age programs. We would like to hear about successful experiments in using recreation to reduce vandalism; instances of school recreation in charge of a recreation-trained, professional leader, and of any good school-recreation programs under such leadership. We would like to hear from some experienced person on the cooperation of school and community in presenting creative and cultural recreation activities, and on the close relationship of recreation and adult education and the implications of this to the recreation leader.

▶ THE MERITS OF LAMINATED BATS are being tested by a three-man committee named by the professional baseball leagues, according to the New York *Times* of February 12. For years the professional teams have relied on the solid-wood bats. The rules committee recently adopted an amendment to approve the experimental use of laminated bats in 1954, but each bat used must have prior approval of the committee. If the bats prove to have greater durability, baseball costs can be reduced, especially for "schools, amateur clubs and sand-lotters."

▶ BIG-TIME ATHLETIC SPORTS were attacked by the Educational Policies Commission at the eightieth annual convention of the American Association of School Administrators, in February. According to their report, based on a three-year study, school athletic programs should be "planned to benefit all the pupils and not a few star athletes or a sports-interested community." It condemned all games that turn schoolboy games into public spectacles and teen-age players into privileged persons.

The commission further proposed that the costs of school's athletic program should come from general funds and not from gate receipts. These and many others of their recommendations, if carried out, would drastically change the nature of school sports in this nation.

▶ A DIVERSIFICATION OF TRAINING OPPORTUNITIES for teachers, and other professional workers with exceptional children, characterizes the 1954 Summer Session Program in Special Education offered by Teachers College, Columbia University. Professional preparation leading to advanced degrees and diplomas will be offered in the following areas: The Mentally Retarded, the Physically Handicapped, the Deaf and Hard of Hearing, and Audiology. In addition, a number of general courses in the field will be open to specialists and non-specialists. Provision is made for mature students desiring professional preparation without matriculation for graduate degrees or diplomas.

▶ THE RESUMÉ OF THE TEEN-AGE STUDY conducted in Schenectady, published in the January issue of RECREATION under the title "Recreational Interests and Needs of High School Youth," proved to be of interest to the press at large. In so far as we know it has been commented upon by the New York *Times*, the Peoria, Illinois *Star*, and the Pittsburgh *Press*.

▶ THE REPORT[1] OF THE COMMITTEE ON STATISTICS FOR PUBLIC RECREATION is now ready. An article about the study, entitled "Better Service Records," by James S. Stevens of Greenwich, will appear in the June issue of RECREATION.

▶ FLORIDA PROVES TO BE ANOTHER state holding a conference featuring swimming pools and bathing beaches. The proceedings of an intensive, two-day meeting on these subjects, held in March 1953 and sponsored by The College of Engineering, University of Florida, have just been published.

▶ THE NORTH CAROLINA STATE RECREATION COMMISSION, under the leadership of Ralph Andrews, its director, has initiated a special program in cooperation with the National Recreation Association and local recreation executives in eastern North Carolina to develop off-base recreation opportunities for service personnel and their dependents stationed in that section of the state. There are probably close to 100,000 soldiers, airmen and marines in the area.

▶ SUPPLY OF "THE GUIDE TO FREE AND INEXPENSIVE PUBLICATIONS ON RECREATION," put out by the National Recreation Association and distributed with the December 1953 issue of the Defense Recreation Bulletin, is now down to a handful of copies. Correspondence from many of the manufacturers indicates that they have been quite overwhelmed by the number of inquiries received as a result of this listing.

▶ LACK OF COMMUNITY MARINAS is one of the big drawbacks to even greater expansion of recreation boating, according to the National Association of Engine and Boat Manufacturers. In a booklet, *The Modern Marina*,[2] dealing with the subject they say ". . . on the waterways of the nation, towns and villages are losing visitors for want of adequate docking facilities. Here is a loss of fun-loving, enthusiastic, boat-owning vacationers eager to stop over and buy products and services."

▶ CONSOLIDATIONS OF RECREATION AND PARK FUNCTIONS were affected in twelve communities during the past year, and were pending in sixteen, according to annual reports of National Recreation Association district representatives. One of them stated, "It is quite apparent that most of the very small cities look upon a recreation department to include the development and administration of parks. . . . Many of these departments no longer include the word 'parks' although it is apparent that parks are a part of the departmental operation."

Niagara Falls, New York, dissolved its combined park and recreation department, placing the park functions in the Department of Public Works and retaining recreation as a separate department.

[1] Available from the National Recreation Association. $.50.

[2] Available from the NAEBM, 420 Lexington Avenue, New York 17, for $1.00.

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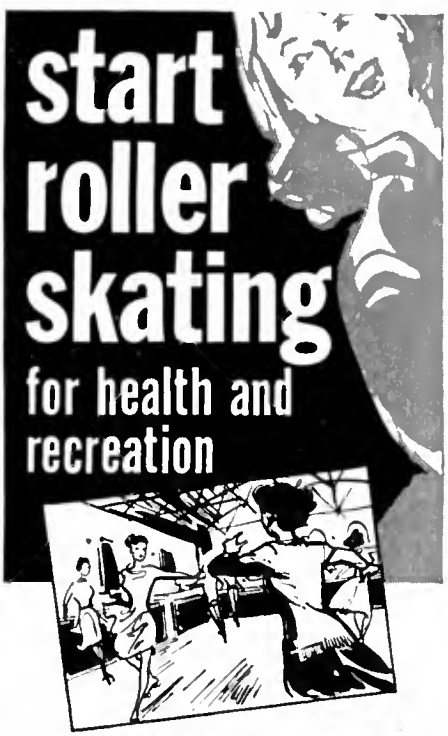

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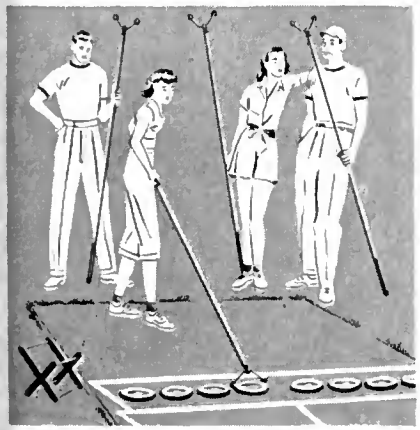

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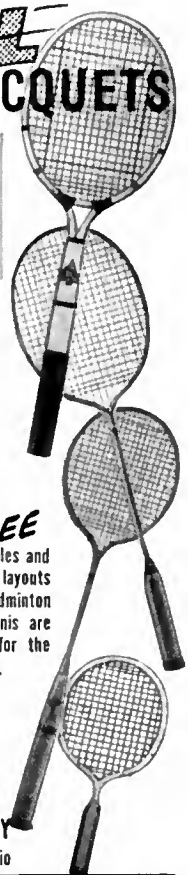

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Letters

Juvenile Delinquency

Sirs:

Just read Mr. Prendergast's very excellent editorial on "Juvenile Delinquency" in the February RECREATION.

Without in anyway condoning the fact or sidestepping the issue with its very close relationship to our work (recreation), more emphasis, as he has suggested, should be placed upon the ninety-seven per cent of happy children who escape delinquency and live a normal life.

It is unfortunate that in many of our news items the abnormal instead of the normal is emphasized. There is no question but that the undue emphasis on delinquency is having an evil effect on certain types of our youth.

The challenge to our recreation movement is contained in the paragraph, "Recreation operates in a positive way in its relation to delinquency by building in the boy or girl interests, skills and resources which crowd out the call of the gang. . ."

We were awaiting, Mr. Prendergast, your accepting of this challenge for our movement. May each of us in your ever increasing family be conscious of our individual responsibility in this challenge you have issued.

GRANT D. BRANDON, *Director of Recreation, Lancaster, Pennsylvania.*

"A Challenge to Recreation"

Sirs:

A Chameleon Answers An Iconoclast

Mr. Morris in his letter "A Challenge to Recreation" reminds me so much of a boy playing his first football game, scoring a touchdown on his very first play, and then a bit bewildered because he hasn't been able to score again. He can't understand what's happened. As a result he blames everyone in sight but himself. He doesn't realize that football is a team activity where everyone is responsible for the game.

So it is with Mr. Morris. He admits to the growth of recreation as an astounding expansion during the first half of the twentieth century, but credits this to grass roots growth. The team made up of such groups as our leading national organization, national professional society, the colleges and the state societies who strived for years to get recognition for recreation had nothing to do with the growth according to Mr. Morris. Just like the boy playing that first game, scoring his touch-down and thinking that he did it all by his lonesome.

Mr. Morris blames what he appraises a failure on naive leaders, the colleges, athletic directors, industry, sports-writers, newspapers, state societies, and our national organizations.

If this so-called failure does exist why then does he exclude the recreation workers, the rank and file, from any and all blame? Is it because Mr. Morris happens to be one of the workers and doesn't care to share the blame?

A profession is what the rank and file want it to be. The leaders of today will remain as long as the rank and file wish for them to continue. The responsibility for the failure, if it does exist, therefore rightfully is that of the workers in the field.

Labor today meets management on an even keel only because the rank and file have banded together and chosen their leaders to work as a team and fight as a team.

It has been my contention for many years that recreation is "a house divided"—community recreation, parks, industrial, hospital, school and private recreation workers all going their separate ways. *The sooner we get together and work together the better for us all.*

As I look at recreation today I see growth in every direction. It's true that our condition is not a perfect one; but a growing profession always has growing pains.

Great strides are being made every day, leading to the growth of our profession. Our colleges are on the move; industry is now spending millions of dollars in recreation; the National Recreation Association under the inspiring leadership of Joseph Prendergast is rendering a great service; state-level recognition has been achieved in many states; the New York State Youth Commission serving more than 850 communities has added a tremendous impetus to the movement; and recreation is growing on the local level at a rapid pace—these are but a few illustrations.

I have taken the liberty of answering Mr. Morris at his own request. "A Challenge to Recreation" made for interesting reading; however, I am not in accord with the major part of its content. Using the technique of criticism in order to stimulate action is pardonable; but airing one's gripes at the expense of others is inexcusable. *Let us disagree, however, without becoming disagreeable.*

SAL J. PREZIOSO, *President, New York State Recreation Society.*

* * * *

Sirs:

As regards Mr. Morris' letter entitled "A Challenge to Recreation," I intend to take up the challenge, for I do not think conditions are as black as he paints them. It is not my purpose to whitewash recreation, as I am willing to concede him fifty per cent credit in his thinking, but some of his statements are half-truths.

I would agree on the need for inspiring leadership, but that is true always and with all the professions. The nation needs leadership, the church needs leadership, we all do; but I am not discouraged with our prospects. The next decade should see a great development of leadership.

The institutions of higher learning of our nation have made great strides since the war in providing opportunities for leadership training. True, there is much to be desired, but compare the academic leadership found in our colleges and universities today with 1940. Even granting that many universities and colleges do not have adequate curriculums, still let us give them the credit they deserve for recognizing our profession.

How can Mr. Morris say that we are "missing the best in the matter of school camping. . ." If this is true, then we are "missing the boat" in the school music and drama programs. We are in no position to give every sixth-grade child a camping experience which is integrated with a classroom teaching unit as is done in our city. But school camping is not recreational camping. I do believe that all organized recreation activities for children offer many educational opportunities to the alert leader. When this is not so, the activity should be eliminated.

If I were one of our leaders, I would prefer to be "studious, intelligent, farsighted, idealistic, and conscientious" rather than to be considered a high-pressure salesman. The high-pressure tactics would not go in my community, and I do not think it is the best approach. We must be realistic as to the place of recreation in the community. For example, my city is about 165,000 in population and is spending about $2.25 per capita for recreation. We

have a good, varied program and coverage of services. Last year the visitations at our parks, playgrounds, golf courses and pools were over 3,500,000. If some great gigantic hand jerked all of the facilities and services out of the city, there would be a great void. But some people still do not consider our services a must, for ours are intangible results. Something tangible that shocked our citizens last year was a strike among our sanitation department personnel. Everybody was immediately concerned about the pick-up of trash and garbage. I like the expression made by Dr. W. C. Menninger when he said that "public recreation is to mental health what sanitation is to public health." But I'm not so naive as to think that this is considered so by the majority of our citizens, especially the engineers.

I believe in the National Recreation Association and in the American Recreation Society. As a small cog in the big machinery of the profession, I want to mesh with the next cog to make the bigger wheels turn. Man's interest in his fellow man inspired our recreation movement. I believe we still have a lot of inspiration and will get the job done!

BEVERLY S. SHEFFIELD, *Director of Recreation, Austin, Texas.*

* * * *

Dear Mr. Morris:

Your letter which appeared in the March issue of RECREATION was good for all recreation workers to read. Criticism is an eye-opener and makes us correct situations which seemingly are bad in public life. However, Mr. Morris, keep in mind that the recreation movement is still in its infancy compared to education, law, medicine and other professions. I wish that I had the time and space to debate, through these pages, each critical analysis you made of the recreation leadership in the nation. Suffice to say that I shall attempt to answer a few of your hypercritical statements.

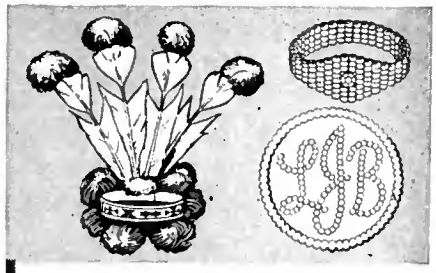
I have been in the recreation movement for thirty-one years and have seen the tremendous growth in the training of recreation workers. Surely the physical education people gave us birth and made it possible for the training of recreation majors. Before me is *A Compilation of Undergraduate Recreation Curriculums in Forty-eight Institutions of Higher Learning*, published February 1953, by the American Association for Health, Physical Education and Recreation. When I investigate the curriculums of such noted educational institutions as the University of Indiana, the State University of New York, North Carolina State College, San Francisco State College and others, I begin to see trends that recreation is identified and separate from health and physical education. Just give the recreation profession time. There are signs on the horizon that separate departments of recreation in colleges and universities are around the corner. Incidentally, I do not agree with you that physical education is only a part of recreation. Physical education is a method of teaching. Recreation is a way of life.

In the many years that I have been in recreation work, it has been my pleasure to observe the many unsolicited editorials, in my local newspapers, endorsing recreation. I can well imagine that every recreation superintendent in America could corroborate my statement in that the same thing has happened in his city. If a newspaper editor is given the facts, figures of mass participation, objectives of the department, he will write an editorial of praise. You cannot make a statement "we have not sold the editors on recreation and they in turn have not sold public recreation." That is too general a statement.

I don't know where you were at the National Recreation Congress when you say "scant coverage was given by the Philadelphia papers." I saved many news clippings from these papers, including photographs, and showed them to my board upon my return home. Philadelphia is a convention city. The National Recreation Association's Congress was just one more convention. Conventions are not treated as political news, earthquakes and murders which make the front pages of a newspaper. Please don't be so pessimistic but try to learn something about the position of a city editor of a large metropolitan daily.

Your depreciative remarks about the Philadelphia Congress is just the opposite of what I heard many delegates say. I talked with many recreation people in Philadelphia and I did not hear one derogatory remark. On the contrary, my board members, recreation personnel from all parts of the country said to me "Isn't this a grand Congress." With all my experience, I learned much, contributed some, and came away refreshed and determined to do a better job.

Yes, the difficulties of getting around in a large hotel were somewhat bothersome, but the National Recreation Association is limited in the amount of money it can spend for better hotel conditions. I question your statement that a Congress should inform us of national trends, although, after attending section meetings, one could gather trends. I question whether the Congress is the



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place to resolve national policies and take definite stands on matters of national import. I question your statement that the Congress, which lasts a few days, is the place to decide national policies for the recreation movement. The real purpose of the Congress is to exchange ideas, to learn from the other fellow, to contribute from your experiences, to listen to addresses which stimulate you for better work back home.

One cannot divorce recreation from good politics. The recreation movement is a *public* recreation movement. When the Mayor of Philadelphia addressed us at the Congress, I was thrilled to know of the progress that city was making in developing its program and facilities. I was pleased when he said, "It is clear that private charity and individual initiative cannot be counted on to do anything like the job required. The great mass of our citizens, young and old alike, would live, if not in a recreation desert, at least in a potential dust bowl, if government did not step in to provide leisure time programs." Certainly this was not a soothing and noncommittal speech on recreation. I will admit that some of the main speakers were not too cogent, but that can easily happen when the National Recreation Association does not have the money to pay for top-notch speakers.

As I said at the beginning of this letter, your criticisms were good for us, but you need a new outlook on life. I wish that you were more optimistic about recreation. I am!

TOM LANTZ, *Superintendent, Public Recreation, Tacoma, Washington.*

Hospital Recreation

Sirs:

"Is Hospital Recreation on the Move?" by Hedley G. Dimock, answers this title question in the affirmative. He then goes on to analyze the present recreation program, dividing it into three types. Of these, he tears the first two apart, and claims the third type as the one to advance.

The author of this well-written article undoubtedly has had little hospital recreation experience. He has made one glaringly obvious ommission that invalidates most of the statements. He has omitted the physician. He says that the "nurse and the patient form the basic hospital group." It is the patient and the doctor who form this nucleus, the nurse working under direct medical orders from the physician.

In essence all recreation programs must be centered around the patient. However, in view of the hospital situation today—overcrowding, lack of community and hospital personnel interest, lack of personnel of all types, lack of any part of recreational facilities and equipment—many other things appear in the picture. Therefore, the program must vitally involve itself with extraneous matters.

Mr. Dimock may want the nurse to assume much responsibility for the program, but can she? I don't believe that she has the background either educationally or experience-wise to introduce the patient to the recreation field and guide his activities therein. Today the hospital is trying to take away some of the responsibility from the nurse and give it to other personnel. In most hospitals she fails to have continuous and prolonged contact with the patient. The true contact is made by attendant and practical nurse, not the graduate nurse. I am sure that no one would want untrained personnel to handle this specialized subject. True the nurse should know where her patient is and what he is doing, but not conduct his recreatic program. This is a job for the recre tionist. The proper introduction ar carry-through should be made by tl leader, keeping in mind the principl of recreation as applied to the speci illnesses or disability of the patient. is through the physician that recreati becomes recreation in the hospital. has been our aspiration to make hi cognizant of his importance along the lines.

Mr. Dimock feels that we cater to a patronize the patients too much. would seem that their illness and outcome—often very serious—or t complete change it may make in th life's pattern, is sufficiently difficult warrant this attention. To try to ma life seem as it is outside the hospital ridiculous; for institutionalizing moves one from any semblance of fa ily life.

There is even a place for the tin consumer. Just to allow the pati to sit and brood, with nothing to chan his thought, has the worst possible fect upon his recovery. Simply to g him a radio to listen to, a TV set watch, changes his thinking and has curative effect on his morale.

With Mr. Dimock's points on tra ing and objectives, I agree; but I f that he is in error when he says tha is an achievement for the recreati worker to head other services, name occupational therapy. The only pers to head any department other than one for which he is trained and expe enced should be the medical pers such as a director of rehabilitation. l us remember that if we can head other department it is right for an interested, inexperienced person to he recreation personnel.

I am sure that our progress has b constant and rapid. Great strides h been made in many directions. Mu advancement has been overlooked misunderstood by Mr. Dimock. The cently published *Basic Concepts of H pital Recreation*[1] has provided a defi tion. *Starting a Recreation Program a Civilian Hospital*[2] provides a valua as well as practical method of introd ing recreation into the hospital. W further educational training, medi recognition and aid, community und standing and publications like th "our move" is easier and continuous

IRMA DAVIS, *Recreation Direc James Ewing Hospital, New Yor*

[1] *Basic Concepts of Hospital Recreation,* I pital Recreation Section, American Rec tion Society, 1953.

[2] *Starting a Recreation Program in a Civi Hospital,* Beatrice Hill. National Recrea Association, 1952. $1.00.

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EASTER

Symbols and Traditions

Bunnies, a favorite Easter symbol for American children, are featured in play put on by little girls at a Chicago Park District party.

MOST OF THE customs and symbols used in celebration of Easter e familiar to us all, but their origins e little known to many. These tradi-ons are not ours alone; they have ome down to us through the centuries om many cultures, from many races, om many parts of the world.

The very name, Easter, has been at-ibuted by most writers to the Anglo-axon goddess of Spring, Eostre; while few writers trace it back to the old eathen festival of Eostur, which hon-red the return of the Spring sun to the ast. In France, Easter is called Pa-ues, in Italy, Pasqua, and in Spain, ascua—from the old Hebrew name for ıe Passover which was Pesach. What-ver the source of the name, Easter is ıe most nearly universal of all festi-als, a joyous festival of new hope and ew life.

The date for the celebration of this oliday was a matter of some dispute in the early Church, until it was finally settled in 325 A.D. at the Council of Nicea; and ever since it has fallen on the first Sunday after the full moon following the vernal equinox.

One of the most inspiring of the Easter traditions—one that is rapidly becoming more widespread in this country—is the Sunrise Service. In days long gone by, the days of the Nordic barbarians, the ancient Syrians, the Trojans, people gathered on hillsides at dawn to worship and greet the sun, to welcome the return of Spring. Today, Americans by the hundreds of thousands gather together on hillsides and lake shores, at national monuments and in city parks, on college campuses and in village squares, to worship, in the first rays of dawn on Easter morn, the Son of God and His resurrection.

The Moravians in Salem, Massachusetts, were probably the first group to hold a sunrise church service in America—in 1773—a service which through the years has retained much of its original simplicity and piety. Even today in Salem Square the service starts with the traditional salutation, "The Lord is risen" and the response of the devout, "He is risen indeed."

In Bethlehem, Pennsylvania, the Moravian Trombone Choir marches through the community, playing chorales at main intersections during the hours from midnight to dawn, to summon the faithful to services.

The sunrise service at Holy City in the Wichita Mountains near Lawton, Oklahoma, is based on the traditional Passion Play. This, the "Oklahoma Oberammergau," is a six-hour pageant which begins at midnight and is enacted by thousands of local community people on a huge natural stage surrounded by hills—where more than a hundred thousand spectators sit to watch the stirring episodes from the life of Christ.

In Alvarado Canyon, near San Diego, five hundred Aztex Indians and their pastor, all mounted on horses, take part in a ceremony heralded by a trumpeter at sunrise.

One of the strangest of Easter observances is that of the Yaqui Indians at Pascua, a suberb of Tucson, Arizona. During Holy Week, they present a colorful and spirited dramatization, in daily episodes, of the events in the final week of Christ's stay on earth—interwoven with the ancient tribal religion. As part of the week's ceremonies, there are symbolic relay races, mass flagellation, the burning of Judas in effigy (an

explosive Judas laden with firecrackers). Great emphasis is placed upon the struggle between Good and Evil, with Good emerging triumphant on Easter Sunday.

One of the most publicized services is that held in the Hollywood Bowl in California where trumpet calls, played just as the sun comes over the mountains, herald the start of an hour-long program of religious music, sermons, and prayers. The Garden of the Gods at Colorado Springs, the Central Park Mall and Radio City Music Hall in New York City, the Steel Pier in Atlantic City, the Orange Bowl in Miami, the Soldiers' and Sailors' Monument in Indianapolis, and Grand Canyon and Hot Springs National Parks are the sites of some of the other non-sectarian sunrise services of national renown.

Our use of eggs at Eastertime also harks back to the ancients. Eggs were considered an emblem of the universe and a symbol of germinating life by the Romans, the Greeks, the Persians, the Egyptians—and later came to be accepted in Christianity as an emblem of the Resurrection. In most countries, eggs dyed or decorated in some fashion, are exchanged as gifts or in other ways used in the holiday festivities and games. Even the colors have great significance in some cultures. Red, the most widely used, is believed to signify the blood of Christ, or the blood of the Pascal Lamb; while yellow symbolizes the core or beginning of life in some countries and the sun in others.

The game of egg-cracking is widely used with many variations. In Mesopotamia, as in countless other countries children match their hard-boiled, colored eggs against those of their neighbors. Each child holds an egg and strikes it against the egg of another child—with the holder of the stronger egg winning that of his opponent.

In Latvia, eggs are rolled down an incline. Those rolling to the right go to the first player; those rolling to the left belong to the second player. In Germany, the child whose egg rolls the greatest distance is the winner.

In northwestern Germany, contests are held to see who can devour the most eggs; and another contest tests the skill and speed of the boys in gathering into a basket the eggs placed at intervals along a line. In the Netherlands a variation of this contest has been played since the sixteenth century. In this version, usually played in the village main street, a large apple is floated in a tub of water and several eggs are set, some distance apart, along the road. One contestant is given a basket into which he places the eggs he picks up as he races along the road. The other contestant, who has his hands tied behind his back, tries to eat the floating apple before his opponent picks up all the eggs. In England, the boys use the eggs for bowling as well as for playing catch and other games.

In the United States, communities large and small have egg decorating contests, egg rolling, and other egg games as part of their Easter programs. Since 1947, youngsters between the ages of five and thirteen have competed in rolling wooden eggs with wooden spoons across the lawn in Mathattan's Central Park. An egg-rolling party of national fame is the one held on Easter Monday in the nation's capital in which thousands of youngsters participate as guests of the First Lady. There are no rules or prizes for this event—children just bring their own hard-boiled eggs and roll them as they please on the vast White House lawn.

Egg hunting is popular Easter activity in many countries. Tiny tot finds egg at "Giant Egg Hunt," Salt Lake City, Utah.

Another survival from ancient pagan ceremonies, signifying the victory of spring over winter, is the lighting of bonfires—a custom still prevalent in various parts of Europe today. The people dance about the fires and carry home bits of the charred embers which are supposed to protect their home from disaster. It was in about 1846 that the German settlers in Fredericksburg, Texas, began lighting fires on Easter Eve atop the nearby hills. In recent years the ringing of church bells, the banging of fireworks and the presenting of pageants have added color and gaiety to the occasion.

It was in Egypt that the hare—a symbol of fertility—first became a part of the Easter, or beginning of the new year, traditions. However, it is from the Germans that the idea of the Easter rabbit bringing eggs has come to us. As in America, the rabbit, in German also hides brightly colored eggs for children to hunt on Easter morning.

The hot cross buns which appear on Christian tables during the Easter season stem from the ancient pagan sacramental cakes which the Anglo-Saxons ate in honor of their goddess, Eostre. Early Christian clergy, unable to root out the use of these cakes, blessed them and decorated them with a cross to give them Christian significance.

It is customary in most countries for everyone to wear something new on Easter Sunday. In England the wearing of a new garment on this day is said to insure good luck for the rest of the year. The fabulous parade of fashion along Fifth Avenue has drawn huge swarms of people to New York City annually ever since the late nineteenth century. And on the boardwalks of New Jersey there are numerous parades and contests.

One of the most novel events of this type, however, is the Easter Fashion Parade on Skies held yearly since 1941 on Mammoth Mountain near Bishop, California. All contestants must wear costumes, and there is a seemingly endless variety of everything from hoboes to ballet dancers.

In all Christian countries, people give themselves up to visiting, partying, and feasting after the severity and solemnness of Lent. Eggs, of course, are the most commonly served food on the menu; but lamb or ham, and sweet cakes also make their appearance often on the various festal tables. It is customary too, in many places, to have the food blessed before it is eaten.

From talk delivered at the 34th National Recreation Congress in Philadelphia

Rx CREATIVE CURES FOR THE ILLS OF MODERN LIFE

The Rev. Dr. Ralph W. Sockman

I WANT TO CONSIDER with you some of the problems which I think you must help face, which have been raised by our very progress. The first one is this: Our modern machine age has made life easier physically and harder mentally. I think I need not develop that first point. Our hours of work are shorter; our houses are more comfortable. We have all kinds of modern conveniences. We want and we get things pretty easily. I heard of a camp in Maine, advertising for New York and Boston guests, which put out a little brochure with this caption, "Roughing it Smoothly." Whatever that is, that is what we want. We want everything made as comfortable as can be.

But did you ever stop to think that along with this mechanization there is a great deal of really burdensome routine left? I sometimes wonder if there may not be almost more petty routine in modern life than in the olden times. An Oxford writer wrote a few years ago, "One of the tragedies of modern times is that so many able people are doomed to do little things." He said, "Think of the Middle Ages." The Middle Ages, of course, were a smaller world. Those people didn't know about this new world. They thought the earth was flat. "But when you look at their cathedrals, see that incomparable beauty, realize how they brought order out of chaos and developed tribes into nations, then," he said, "the people of the Middle Ages seem like tiny people doing colossal things."

We have enlarged the minds of men, we have given them tastes for new things, we have shown them the world—we can bring the world to them every day—and yet here they have to stand in a production line hammering a rivet, doing those things that we call drudgery. Sometimes when we get a bit critical of the acquisitive aspects of certain factory workers, we might remember that there is a great deal of routine drudgery left in the world and that they don't get surcease from that merely by sitting watching the television or going to the movies. In those things, they only see more things to want, so often only sharpen their acquisitive instincts. Somebody has got to give them the outlet for their creative impulses. Otherwise we shall destroy ourselves by our acquisitive desires.

Then, along with that petty routine, think of the boredom that our modern life has made. Someone has said, I think an English writer, that boredom takes a heavier toll of life than either cancer or heart disease. If you think of the taking of life not only in terms of actual death but in the killing of impulses, I suppose that is right; boredom destroys our productive efficiency.

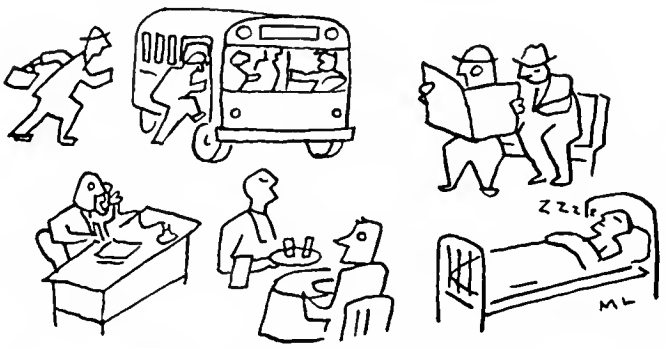
How to relieve that boredom? Can we do it by giving some purposeful activity, some hobbies that really are creative? You can't do it without organization. You can't leave bored people to themselves to try to find their own solution. They can't do it.

And then think of that other aspect of life being mentally harder, namely the retirement age. We have lengthened longevity and shortened the employable years, so that after that so-called employable deadline, years stretch out. What do they do with that old age? That is one of the things I see you are doing a great deal to solve; but, you know, I have a feeling that the most pertinent aspect of education today is adult education, something that will prepare us for retirement. You can't just go up to the age of retirement and then

THE REV. DR. SOCKMAN, *author of numerous books and articles, is the minister of Christ Church in New York City.*

suddenly jump off. You have to lay your plans ahead.

I sometimes ask my busy men what they are reading. Well, I will not tell you what they tell me lest you might think it doesn't take much intelligence to preach to that crowd. They get their trade papers, the morning papers, sit down before the television, and before they know it they fall asleep. And they are college men, most of them. I am convinced that adult education is really the most difficult and perhaps most pertinent problem in education that we face. The test of an educated mind isn't what it knows when it graduates; it is what it is doing at fifty, at sixty.



But I want to say a second thing, and that is: Modern life is making life easier physically and harder morally. What did the old artisan or farmer want seventy-five or one hundred years ago when he finished his day's work after some fourteen hours of hard labor? He wanted rest and quiet and solitude. What does the modern office worker or factory worker want when he or she has finished at five o'clock? What do people want after they get through with eight hours' work—rest and quiet and solitude? Not at all. They want excitement, entertainment, thrill. They have the time for it. They have the unspent physical energy for it.

Now, I contend that that situation makes a harder moral problem, and it isn't enough for the church or for the teachers in the schools simply to preach to people what they should not do. Prohibitions never really solve moral problems. We must provide for them wholesome, constructive activities of leisure time.

I think you are doing and the country is doing a pretty admirable and increasingly magnificent job of providing for the youth of our country. Just think of the improved playgrounds, and think of what the churches are doing for the older people. But I have a feeling, somehow—maybe I am wrong—that the most dangerous age of life is neither youth nor old age. It is middle age. I preached a sermon some years ago, when I was about thirty, on "The Collapses of Middle Age."

When I had finished this sermon, the district superintendent, a minister in charge of sixty or more churches, came to me and said, "If you ever preach that sermon again I will give you an illustration for it." This is the illustration which he suggested. He said, "When I was appointed district superintendent by the bishop out in Ohio, I went to the bishop and said, 'Now, Bishop, what can I do to keep closest to my younger ministers? I assume, of course, that is my most difficult problem.'

" 'Oh, no,' said Bishop McDowell, 'your most difficult problem isn't to keep close to the young ministers. It is to keep close to the middle-aged ministers. It is when the ideals that looked so near at twenty-eight seem as far away at forty-eight—it is then that men tend to let down their mental alertness and even their moral harness.' "

I am inclined to think there is a kind of smugness and complacency blended with the rush of our competitive life and the material things in which we are immersed that makes middle age perhaps the most dangerous age of life. An address by a great English jurist was printed in *The Atlantic Monthly*, about 1942, under the caption, "Law and Mores." Lord Moulton said that you could divide the area of human conduct into three zones. Here at the left is a zone of behavior, that we should have no laws to regulate; man's conscience should be free between him and his God. Over here at the right is a zone of conduct that you can regulate by law—how fast to drive, how much to pay your employees, and so forth. But in between, said Lord Moulton, is a region of conduct where you do what you should do, not because some law compels it, and where you refrain from doing what you should not do, not really because some policeman whistles but where you are restrained by inner sanctions. He called it the region of obedience to the unenforceable and said, "Unless we preserve that region of obedience to the unenforceable, what will happen is that your region of regimentation will spread and spread and spread until you regiment away your freedoms, even in lands like England and America." In middle age we must watch that middle area.

Veritably democracy is at stake in this area that is regulated by those inner sanctions that obey the unenforceable, and I am not sure whether obedience is harder in the big town or in the little town. I have often thought that the big city was the place where we are so lost in the crowd that civic morale is hard to maintain; the group grows and the individual dwarfs.

I was born on a farm in Ohio, went to a little town in Ohio to school, and when I walked down the street of that little town I more or less had to behave. Everybody knew me. But I can walk the streets of New York, lost in the crowd, unwept, unhonored and unsung. Nobody knows who you are. Dwight L. Moody said once, "Character is what a man is in the dark," and the new darkness of our day is the darkness of numbers. What you and I face is to develop in people some kind of, shall we call it good sportsmanship, moral character, wholeness of life that will protect them from the collapses that come when they are dwarfed by the pressure of numbers in this modern life.

Thirdly and lastly, this modern age, modern life, has done another thing that makes a problem, and it is this: It has brought people closer together physically and farther apart socially. We all know how the trend has been to the city in America.

I think we are doing something to correct that "assemblization." We are improving farm life. Many of you are workers in the recreational activity of small communities. They need recreation just as much as does the big city because there is a pettiness about small places that, if we don't correct it, does harm them.

We are getting closer together. Crowds mount, cities multiply, but here is the sinister fact: The closer we get together, the more conscious we become of our differences. Racial tensions, industrial tensions are in the metropolitan centers. The soldiers thought in the war if we could just make people travel together and get people together more easily, we would make for brotherhood and peace. Just getting people close together doesn't make for brotherhood. If that were true, the New York subway would be the most brotherly place in the world. It isn't. Just getting closer together brings out those acerbities that break us up.

This is our task: How can we develop the social attitudes that will match our technical skills? I maintain that attitudes today are more important than skills. The technical skills a boy may learn today may be outmoded ten or fifteen or twenty years from now, but an attitude is good today and tomorrow. We need attitudes to be inculcated even more than skills to be developed, but we need our social attitudes to be made skillful.

You can go any place today and be cheered when you talk about race brotherhood and world peace and industrial harmony. We have good impulses. Everybody wants these ideal conditions. But we are so awkward in applying them, we lack such skill in doing them, that we still have strikes. We have racial disturbances and we have the threat of world war. How, then, can we get the skill in developing our social attitudes?

My friends, in the midst of all these baffling, complex world problems I would almost say that the most needed formula of our day right now is the local drill ground and the personal guidance to bring these great ideals that we all cheer—of world peace, of racial understanding—down to that local community level. There is the place where we develop the skill. The future of our free democratic society is in the hands of the local drill grounds of character—home, school, playground, the community.

I was born, as I have said, in Ohio, and when I was a boy out there, perhaps the most influential preacher was Washington Gladden of Columbus, Ohio, a great Congregational churchman. He was a great interpreter. He was always holding before his people those ideals I have mentioned of world peace and racial understanding, but he couldn't always see his way clear. He once wrote these lines:

I know that right is right,
That it is not good to lie;
That love is better than spite,
And a neighbor than a spy.
In the darkest night of the year,
When the stars are all gone out,
That courage is better than fear
And faith is truer than doubt.

You see, these are attitudes and if you bring them down to the level of the community and the playground and the recreational hours over and above our work hours, we develop that social grace that makes goodness effective. That is why I feel that your work is so important.

James Truslow Adams said once (and I am sure my English and Canadian friends will understand), "The greatest contribution America has made to the world is the American dream." And he defined it thus: "It is the dream of a land where life shall be richer and fuller and better, with opportunity for every person according to his ability and achievement."

That is the dream with which America was born. That dream must not die in our hands; and your task—and I think mine, too—is to keep the faith of our fathers that it may fulfill the dreams of our children.

NATIONAL CONFERENCE
on
HEALTH IN COLLEGES

Emotional difficulties and poor health habits seem to be the major health problems of American college students, according to results of a questionnaire sent to two hundred college and university presidents for help in planning the Fourth National Conference on Health in Colleges, to be held May 5-8 in New York.

Answers to the questions asked by the conference president, James L. Morrill, president of the University of Minnesota, also revealed that financing an adequate health service and obtaining well-trained physicians are the chief administrative problems.

Forty national organizations (the NRA is one of these) interested in aspects of health and education are joining with the American College Health Association in sponsoring the conference. The NRA is interested in the close relation of health and recreation, and in working with these other organizations to bring about a realization and active acknowledgment of this fact.

The conference theme is: Teamwork in Meeting the Health Needs of College Students. The conference objectives are: (1) to consider ways of protecting and improving the health of college students through comprehensive and integrated programs of health service and health education; and (2) to formulate suggestions for relating college health programs to all other college functions.

The conference program will include sixteen working committees in which college and university presidents, deans, physicians, nurses, psychologists, specialists in recreation, specialists in physical education and health education, student counselors, and students will pool their knowledge and experience to develop comprehensive health programs integrated with all other college functions.

Previous conferences were held in 1931, 1936, and 1947.

A plea for the preservation of city parks

CRY, the beloved city

Alfred G. Etter

THROUGH hickories and hemlocks and wild hydrangeas, a cool stream of water, talking to itself, flows down a rocky groove toward the creek below. A crow is calling, and cicadas are tuning up for the night. Once in a while a distant zoo sound, or the calling of little children drifts into the woods, accenting its quiet and peacefulness. Above me the late afternoon sun explores the crown of a great tulip tree and finds birds there, singing. I have finally found the most wonderful part of a wonderful city."

Thus I wrote home after having discovered Washington D.C.'s Rock Creek Park during a brief military visit to the capital during World War II. On future visits to the city it became one of my first objectives.

Rock Creek Park has recently been threatened with destruction. Yet I feel that this may be fortunate for it may draw attention to one of the most tragic events of our time—the nationwide destruction of our metropolitan play places. The narrow ribbon that is Rock Creek is currently being considered as the site for a hundred-foot superhighway down its very middle. If this "improvement" goes through, it will be a fatal blow to the beauty of the park, and the impressive dignity which spreads from it through all those parts of the city which it touches.

Rock Creek is the easy answer to a traffic manager's problem of how to handle the tides of traffic that beat against the white buildings; but Rock Creek, as a symbol, cannot be sacrificed before the god of gasoline. Rock Creek, and every other city park once established, should be inviolate. We

"In no place has nature been more bountiful . . . With its drives and walks, its forests and open fields, its repose and tranquility, Rock Creek is possessed with all the features necessary to provide a park worthy of a great people."—Major N. Michler, in 1866, reporting to the United States Senate on the suitability of the valley of Rock Creek as a public park.

would not think of bisecting the Washington Monument, or any one of a thousand cold memorials over the land, yet we hack away at city parks using one subterfuge after another, even though the parks are a part of our heritage, and honor the memory, not of mere men, but of God and the natural world.

The capital government now has an opportunity to set an example, to demonstrate to city planners whether the country moves forward on the basis of planning for the people's good, or on the basis of improvisations to meet exigencies.

As a part of my responsibility, looking after recreational interests in connection with water resource development, I prepared the following statement: "Our nation is strong because it was built on a foundation of strong men of strong mind and strong physique. The ingenuity, vigor, and keen powers of observation of the American pioneer were essential ingredients of our success. They are no less a part of our survival. These are traits which spring from the intimate contact of man with nature. Indefinite preservation of a frontier of new land is impossible, yet preservation of the opportunity for men to associate with natural land and water in a challenging relationship is both possible and essential to a healthy population and national philosophy. There is little doubt that this contact should be as intimate and as frequent as possible, to be effective. It should not be restricted to once-yearly strenuous excursions across country, though these have their places. The essential thing in the preservation of spirit and individuality is the briefer spontaneous rest which leads to ideas, which restores to an otherwise machine-like existence the dignity of the human imagination.

"There has been a trend toward longer week-ends and more frequent prolonged holidays, and these trends have shown a profit in terms of efficiency. To realize maximum profits, it will be essential that these leisure hours are not merely the dead inactivity of a machine shut down for the holidays, but that they provide the individual with incentive and time to think. By providing people with convenient access to a contrasting environment, the nation, state, and especially the city and its adjoining areas, can insure that fresh thinking may be continually felt in the ultimate decisions which the people of a democratic nation must make.

"The natural course of events within a highly industrialized nation slowly leads to a destruction of the opportunity for convenient recreation. Cities are seldom planned with any view to the future welfare of their residents. Uncontrolled urban expansion annihilates rural environs at the same time that need for these areas increases. Today cities are spreading into the suburbs at an alarming rate. Farm lands are rapidly becoming subdivision real estate. Demand for suburban living, even country living by city workers is driving the price of fringe lands so high that communities think they cannot afford to buy them for parks and recreation areas.

"Daily access to natural scenes and open space has become a thing of the past for downtown residents except in a few far-sighted cities. Not only do evening rides or week-end trips now require excessive driving, but nearly half of our city people still do not have access to an automobile. Trolley trips and bus rides that once took passengers into pleasant country in a few minutes now seldom strike unsettled areas in less than forty-five minutes, if at all. Boys on bikes, searching for a place to build a campfire and cook a lunch, have to travel treacherous miles on crowded speedways. Relaxation gained by a day at the beach or in the mountains is destroyed by a frustrating and dangerous drive on crowded sign-and-shack-spattered highways. The pollution of rivers and streams near and for miles below cities, factories, and mines is a modern tragedy. New generations will not imagine that beauty once existed where sewage, trash, and exudations of industry now contaminate the scene.

"Any place we look, we have destroyed our own opportunity for experiencing the stimulation of outdoor recreation. It is a plain but bitter truth that 'Man always kills the things he loves the most.'

"When we add to all this the closing in of world forces on the future of individuals of all ages, and the threat of atomic and bacteriological warfare, we are faced with the definite danger that a natural craving for first-hand freedom, unless somehow given adequate opportunity for expression, will seek its own violent outlet. Recreation is the major field where such opportunity is apt to be found."

I further stated, "I want a world that is beautiful enough to inspire me, to make me rise to its defense at the slightest provocation. I like shade on a hot day. I like kites on a March day. I want to see the thrill of discovery in my son's eyes, even if it is only a hollow tree full of owls or a crawfish under a stone that he finds. I want him to have some inkling as to his place in a society of living things. I think we all need something around to remind us that there are things which are bigger than man, like mountains and trees, older than man, like rocks, things that man can't make, like grass, and things so complicated that man can't understand them, like the rich fresh soil."

That's where the rub has been for years! No suggestions were made concerning how you measure recreation. Benefits to the nation from other phases of water development are measured in terms of dollars, or time, or bushels and pounds. But recreation has no dimensions. If we tap enough maple trees we can make a pound of sugar, if we boil the sap long enough; but what does that tell us of the majesty of an old sugar grove? Can we boil down aesthetic and physical enjoyment and benefit into brutal terms like "man-days" and "recreation dollars"? You can't tell me that any thinking nation should ever seriously decide the value of a duck-marsh on the basis of the market price of Pekin ducks, or rate a boy's Saturday in the woods worthless because it did not cost anything! Opportunities for recreation will develop or be perpetuated only to the extent that the people and their government feel morally bound to provide and preserve such experience for themselves and their successors.

The National Park Service has at times been forced to

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resort to the "man-day" measure of its service to the nation. Knowing this, I always wonder when I enter a park, and realize that I am spending a man-day, whether I am going to get everything that is coming to me. Actually the term conceals as much as it reveals. It doesn't indicate in any way the quality of the experience or the amount of torment or stress that was involved getting where we wanted to go. Man-days say nothing about how available the relaxation is, its distinctiveness, cleanness, freedom from interruption, and the contrast which it offers to our daily existence.

There is also a tendency to measure recreation in terms of area, acres of land in national parks or forests, state parks, county parks, sea shore areas, metropolitan parks, and so forth. Recreation land cannot be segregated and departmentalized. We must become less area conscious and more opportunity conscious. Recreation land is where you find it; and areas, above certain minimums, are not an accurate measure. Ecologists have found that an area supports life more in proportion to the variety of the vegetation or the extent of edge or border areas than in relation to total acreage, and so it is with many successful city parks, as with Rock Creek. They are long and narrow, but contain contrasts, groves and grasses and streams with gardens, playing fields, walks and tangles of wild wood.

The federal government receives a great deal of criticism for meddling in the private affairs of local governments, yet the one place where they have scarcely meddled at all is one of the weakest spots in local administration—that is the field of recreation area and park establishment. The federal government has an enviable record in the preservation of great natural playgrounds, scenic reserves, wilderness and forest areas and national monuments, though they are only fifty per cent of what we need to meet existing demands, and even these are constantly being threatened by private interests, or by public developments pushed by other governmental agencies for their own aggrandizement.

Much of the federal interest in parks came as a concomitant to orgies of interest in forest and soil conservation which passed over the heads of city governments. Cities felt, if they thought about it at all, that they had nothing to do with these processes. Consequently, metropolitan areas have done little voluntarily to conserve what was left of the beautiful within their limits, especially during their recent attacks of hyperplasia. In days gone by, philanthropists bequeathed much land to cities for use as parks, and but for such pure good luck, many cities would today be almost parkless. For a long time now most big cities have been coasting along with these old gifts, gradually reducing the wild areas to make room for more and more picnic benches, incinerators, asphalt playgrounds and parking lots, amphitheaters and superhighways. It wasn't long ago that I read a rather lengthy article on the effects of erosion in Central Park. Perhaps the city may be obliged to use asphalt there too. It suggests that conservation after all may not be too academic a problem for the city.

Suburban communities in metropolitan areas have a few little inherited parks, but these are rapidly being eroded too. In the meantime, every vacant lot is built on, school yards are abbreviated, island farms have been subdivided, and even cemeteries give way for shopping centers. One wishes that here, if nowhere else, suburbs and cities could learn to cooperate and plan together. It is high time that in this field, which is peculiarly its own, local government take action.

The hope of the future depends upon five things: *First*, and foremost, the preservation of Rock Creek Park, the finest park in the nation's capital, as a symbol of the inviolate nature and fundamental importance of convenient recreation in natural surroundings within the cities of the nation.

Second, an intensive campaign, by individuals and groups which hold these things important, to carry the problems to the cities and metropolitan and county governments urging attractive cities that people can be proud of, rather than ashamed. After all, most of us spend almost every living hour in the city.

Third, a rededication of the rich to the beautifying of the city, not by gifts of money for monumental edifices, but through gifts of land; large private holdings and estates are constantly being surrounded by objectionable developments and consequently no longer considered desirable by their owners. These lands offer great opportunities. While philanthropy of this sort seems to have given way to the establishment of research foundations, especially for medical research, perhaps it would be well to make what life we have more pleasant rather than to search for the fountain of youth, especially if this "youth" is to be spent boxed up in a twentieth century city. There can surely be no gift appreciated by more people more often for so long than green corners of spacious parks, provided the terms of the gift are such as to prevent slow dismemberment.

Fourth, the hope that employers will realize the importance of convenient recreation and attractive settings, and thus be led to set aside areas within reach of their new suburban plants and offices for the enjoyment of their employees.

Fifth, the possible inclusion of provisions in building permits which require real-estate developers to provide a minimum of play-space for each acre developed. As long as cities are built on the subdivision basis, this will be the only certain way to provide play places at convenient distances for future populations.

I am writing this now having just seen one of the most beautiful woods I have ever known bulldozed into nothingness. Today, yellow hills and flimsy houses stretch over two hundred acres that in 1936 were bought for a mere $60,000 as an investment. It was a good investment all right, for this year it sold for three times as much; but if it had been bought as a park, and preserved as an impressive island in an industrial community, its value would have been immeasurable, not to be reckoned in such earthly items as dollars or acres, but in inspiration, education, relaxation and exercise. Ironically, the desert which has been created from it has been called Forestwood, and its main street is Meadowcrest. So we salve our consciences and confuse our descendants!

Thoreau once said, "In wilderness is the salvation of the world." I suspect that he would be glad to subscribe to the corollary that in parks like Rock Creek is the salvation of the city!

From Talk Given at Florida Park and Recreation Institute, 1953

Recreational Use of Parks

William M. Hay

PARKS are for people—strange as it may sometimes seem. People go to parks for recreation. Whether the professional park man calls it "education" (conservation or outdoor), or "interpretative service," or by whatever name—it is still recreation to the park patron. Recreation, in part, is a learning process; but the park visitor is pleasure bent.

Various park organizations, and the various levels of parks, have their own policies governing what will be allowed or what will not be allowed in park areas in the way of recreation. They range from the one extreme, where the park visitor is limited to passive recreation of the type enjoyed by that once well-known bovine playboy, Ferdinand the Bull, sitting and smelling the pretty flowers, to the other extreme of providing every form of claptrap noise and so-called amusement at its gaudiest height.

So it seems that the level-headed park man who is alert to modern man, his social problems and his great hunger and need for fitting and constructive outdoor recreation, should now face the problem more realistically. He needs to examine his parks and his program in the light of the population's needs, and to initiate some sound approach to serving these vital needs. It is either do this or perish! Yes, perish in a land of fantastic dreaming of the ideal park where natural ecology reaches its highest state. With the provision, of course, that man never sets foot thereon as he is the lowest form of animal that could invade the park heaven. Park planning would be simple and park operation could be a pleasure, of course, if we did not have to consider man. But strangely enough parks are for man, and therein lies our problem because he is still basically an outdoor animal.

Boating during day camp program at Hillsborough River State Park in Florida.

Actually, the challenge is great; the need for the outdoor type of recreation for which your parks are best suited is critical. I do not plan to lay out a program for each of your parks. Nor do I intend to present to you an answer to the problem that confronts you. That is for you to do collectively and individually. But do something; then next year get together, swap ideas and plan to do more the following year.

As a guide to your thinking and to encourage discussion, I am going to describe an approach used a few years ago in some state parks. It is a practical method and got results.

It was based on the simple theory that all people have a desire to play whether they realize it or not. By finding out a few of their existing interests, others can be developed by first offering things familiar to them. The resources and facilities of a park have definite values and opportunities for extensive use if proper direction is given. As a point of departure, study your park and its recreational opportunities. Analyze your public and determine some of its leading interests. Guide the public into using what you have.

Fifteen years ago, people of the South generally did not know what to do at a state park. All they did, as a result, was drive through on sightseeing trips. The use of swimming, picnicking, informal play field, recreation lodge and other day-use facilities was so limited that keeping them open was hardly justified.

Soon it was decided that an effort

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would be put forth to familiarize the people with the recreational opportunities in the parks. First a list of all clubs and organizations in an approximate twenty-five-mile radius (zone of use) was made. All of them were then contacted by letter inviting them to the park. Information relative to meeting dates, purpose of club and recreational interest was requested. Park personnel sought an opportunity to meet with the more important organizations to tell them of the park's program and facilities. At this meeting a movie was shown. The ways in which the park could serve the group were described. Services of park personnel were offered in assisting them with the first outing.

Many groups immediately asked for help. They came, enjoyed a variety of activities, learned of others they could enjoy. As a result, these clubs made many repeat visits, the various individuals coming back with their families or groups of friends. In repeat visits they were introduced to more of the opportunities of the park which appealed to their recreational appetites.

Group outings, social parties indoors, fish fries, square dances, day outings, swimming instruction, water safety instruction, day camping, family reunions, county-wide club meetings and many unique types of special events resulted. They grew out of joint planning between park personnel, industrial groups, city recreation departments, and the various types of clubs and organizations.

The value of close relationship of all recreational agencies was realized. Keeping each other informed and joint planning of events by city, county and state park and recreation agencies reaped helpful dividends.

In special events, water pageants, archery tournaments, mock hunts, horse and buggy field trials, fox hunts, nature walks, camp leadership training, national aquatic school and day camping indicate the variety but not the range.

Percentage-wise, over-all park attendance increased one hundred per cent in one year. Participation in park activities increased two hundred per cent. Park revenue more than doubled. Protection and respect of property grew. Vandalism was nil. Total loss to the park for things broken or destroyed was only a few dollars per year. But most of all, peop'e learned to use the park. They learned to appreciate it and to protect it. They became staunch supporters because they got a great return on their tax investment. They knew that their children, while learning new skills, were having fun in a wholesome environment.

"Zone of use" has been used to indicate the area in which most people are served by a given park. This term is used to indicate the approximate maximum travel distance which the public will go for a day-use activity. This distance will vary in relationship to the attractiveness of the facilities, to the recreational opportunities, to ease of access and to competitive areas or facilities. Each recreation area has a definite zone of use, even though there are some variables. The zone for each park can be determined. This of course is important. We know, for example, that a city playground attracts users up to a half-mile while a playfield will attract them up to a mile. As far as parks are concerned, the zone of influence is not static. It expands as the park grows in recreational attraction and shrinks as the attraction diminishes.

In summary, we might, therefore, say that there are a few basic guides in securing good recreational use of a park. These are true of a city, county or state park. They call for experimentation and ingenuity:

1. Take inventory of the full resources of your park's natural and man-made attractions.

2. Determine the zone of use of each park.

3. Determine some of the recreational needs of the population within your zone of use.

4. Secure the interest of the population by getting in touch with organized groups and by working closely with other park and recreation agencies.

5. Give the people help in using your facilities and resources to the fullest extent.

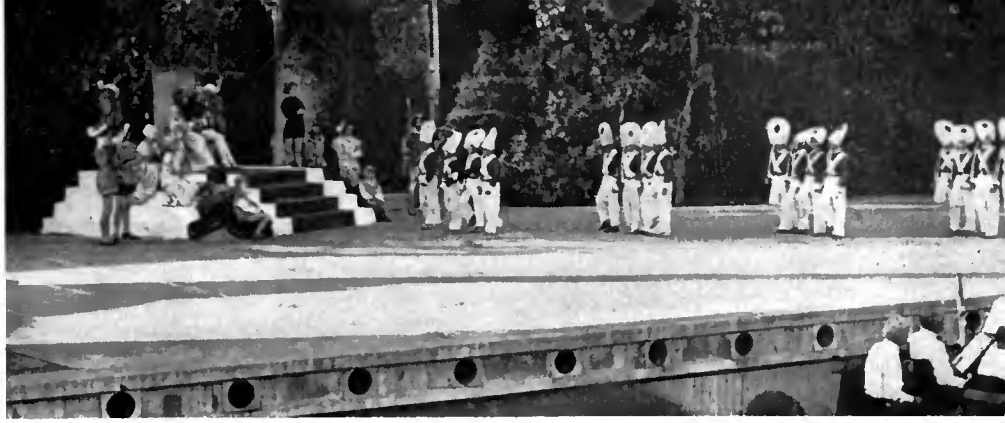
It is not a question of: Can we afford to have recreation in parks? We cannot afford to do without it.

Trailer Brings Music Instruction

Music is being recommended by both American educators and psychologists as an aid in developing character and personality as well as a way to reduce tension and to help youngsters find creative outlets. It is beneficial in achieving teamwork and cooperation with a group of children. The creativeness of making music is a stimulation to the young imagination, and the physical coordination required to play a musical instrument encourages good health habits.

A most unusual music program is the one in Colorado, conducted by Lloyd Bader who travels sixty thousand miles a year in a trailer to provide music classes for the rural areas and five cities within a forty-mile radius.

The children are given class instruction in their own towns, then transported to a central point for orchestral and band practice twice each week. Mr. Bader has had eight large bands, several orchestras and many small novelty instrumental groups since he began his trailer teaching. This program is under the auspices of the American Music Conference and local school boards; however, the idea can be adapted to the recreation field.



Playground pageant on stage at the famous Municipal Opera in beautiful Forest Park, St. Louis, Missouri.

Meet Me in St. Louis

T. E. Rivers

Mobilizing for the Recreation Congress

• The strength and influence of the National Recreation Congress through the years has in large measure rested on two basic processes. One has involved widespread participation of lay and professional leaders, public and private, in planning the various sessions and events. The other is the unquestioned principle of giving emphasis to those things which seem to be of greatest value to the recreation movement as a whole. Resisting normal human pressures for specific enthusiasms which did not seem to be in harmony with the larger purpose, the National Recreation Congress, with the help of a large number of committees, has continued to serve the movement and to stand out as an example of democracy in action.

Once again we are mobilizing the thoughtful participation of the movement in preparation for the St. Louis Recreation Congress, September 27-October 1. Creation of committees for special tasks does not in any way relieve delegates of the opportunity and obligation to forward their individual suggestions. A great many have already been received, but if you have ideas which should be considered, they should be sent immediately to Congress headquarters, 315 Fourth Avenue, New York 10, New York.

1954 National Advisory Committee

Palmer Baumes, Commissioner of Parks, St. Louis; Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson City; Robert W. Crawford, Deputy Commissioner and Superintendent of Recreation, Philadelphia; J. A. Cropley, Executive Secretary, Deep River Community Association Incorporated, Deep River, Ontario; A. C. Hamilton, Superintendent of Recreation, Lubbock, Texas; Henry M. Harper, Executive Director, George Washington Carver Community Center, Peoria, Illinois; W. W. Harth, Director of Recreation, Columbia, South Carolina; James F. Herdic, Superintendent of Recreation, Manchester, Connecticut; George Hjelte, General Manager, Department of Recreation and Parks, Los Angeles; Mrs. William L. Lefferts, Chairman, Westchester County Recreation Commission, White Plains, New York; Miss Dorothea M. Lensch, Director of Recreation, Portland, Oregon; Dr. E. J. Niederfrank, Extension Rural Sociologist, U. S. Department of Agriculture, Washington, D. C.; W. H. Orion, Director, Recreation Service, Veterans Administration, Washington, D. C.; Earl H. Regnier, Extension Recreation Specialist, University of Illinois, Urbana; Robert Wilder, National Forge and Ordnance Company, Irvine, Pennsylvania; Ben W. Miller, Chairman, Department of Physical Education, University of California, Los Angeles.

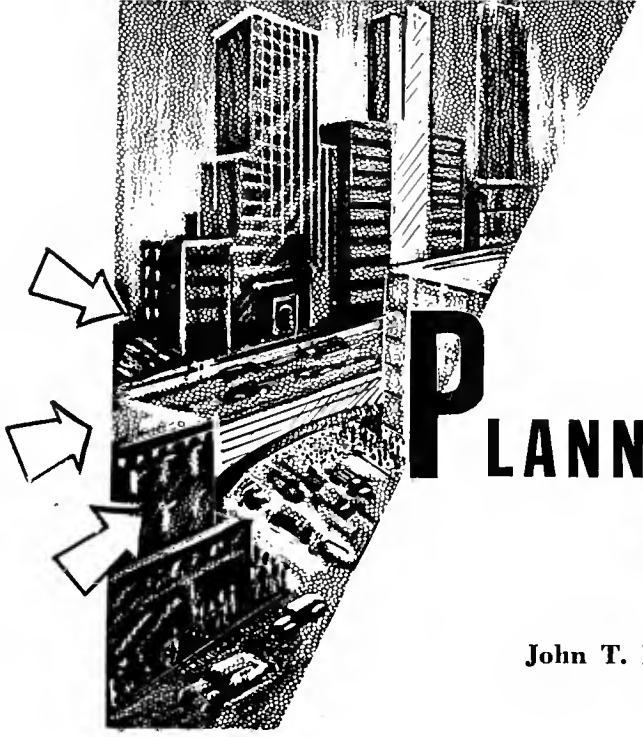
Other Committees

John A. Turner, Superintendent of Recreation in St. Louis, has agreed to head the Local Arrangements Committee. Names of the members of this committee will be announced soon.

A new advisory committee to assist with the planning of meetings for recreation and park board and commission members consists of A. O. Ambroz, Chairman of the Playground and Recreation Commission, Cedar Rapids, Iowa; Mrs. Paul Gallagher, of the Omaha, Nebraska, Park and Recreation Board; and Mrs. George H. Gorton, Chairman of the Public Recreation Board, Kansas City, Missouri. Mr. Ambroz will serve as chairman.

The Hospital Advisory Committee includes Fred M. Chapman, Supervisor of Patients Program Services, Minnesota Department of Public Welfare, St. Paul; Floyd E. McDowell, Tennessee Home for the Mentally Retarded, Donelson; Malcolm Randall, Veterans Administration Hospital, St. Louis; and Miss Lillian Summers, National Recreation Consultant Service in Military Hospitals, American Red Cross, Washington, D. C.

MR. T. E. RIVERS *is the assistant executive secretary of the NRA and secretary of the National Recreation Congress.*



PART III

PLANNING FOR RECREATION IN THE MODERN CITY

John T. Howard

MR. POMEROY and Mr. Fagin have set forth very ably the "why" of comprehensive long-range city planning and of making the planning of systems of recreation facilities a part of that process. It is my purpose to describe something of the "how" of developing, within the framework of a master plan for all aspects of community development, the phase of the plan dealing with recreation areas.

This kind of planning is not merely a technical job; it is also both an educational and a political job. If the planning is going to be successful—that is, if it is going to result in the buying of land and the construction of facilities within which an effective program of recreation can be provided—you have to build into the process itself the mechanics of the fulfillment of the plan.

The Machinery for Planning

There are at least three parts to the machinery for planning, corresponding to the tripartite nature of the operation. The first, for the technical work, is that composed of the hired hands—a professional team requiring various resources and abilities. It would normally be composed of the staff of the recreation agency itself, with its specific technical know-how, and the staff of the planning agency, whose contribution lies in coordinating the recreation requirements with the other aspects of long-range community development. Both obviously need a certain minimum level of competence, but even more important is a reasonable level of harmony between the two, so as to assure a recreation-system plan which at the same time ties in with the over-all picture, and sufficiently fits the specialized needs and resources of the community to be put to use by the recreation agencies.

The second part of the machinery is that involved in official steps to put the plan into effect; the process requires a measure of political concurrence with each step-by-step decision, starting with the decision to make a plan in the first place. Nearest to the technicians are the agency boards themselves; planning commission, school board, recreation board. Next are the top-level administrative heads: mayor, city manager, department heads (not excluding the finance director or his counterpart). At the top, normally, is the legislative body, the city council that has to appropriate the funds both for capital improvements and for operation and maintenance of facilities. All of these are essential cogs in the wheels of the machinery that actually gets plans built.

The third and absolutely essential part is the civic sounding board, the instrument for citizen participation in the process. Here the need is for representation from those groups who speak for the community itself, and to whose voice the political ear is attuned. The resources for this leadership are different in each community. There are the boards and staffs of private recreation agencies, or their spokesmen from central community-chest organizations. There are city-wide civic groups which may already be concerned with the subject. If there are not already existent such recreation-oriented groups, they may need to be called into being; and in this task the techniques of community organization will be needed, in which the recreation agency staff has special competence. In particular, there are the local citizen associations, community improvement societies, block groups, area councils, and the like—these representing what might be identified as the ultimate consumers of the recreation services and the recreation

MR. JOHN T. HOWARD *is associate professor of city planning, Massachusetts Institute of Technology in Cambridge.*

facilities that are the end product of the planning. Though they come last in the list, the importance of bringing them into the process is perhaps first.

Each of these three plays its part, in every stage of the process that starts with a general desire for better recreation and culminates with the first pitch on a new softball diamond or the first dive into a new swimming pool.

Standards and Goal-Setting

The planning process itself may be divided, perhaps arbitrarily, into four stages. The first is the setting of standards; the second, making a survey of existing facilities; third, the designing of the plan itself; and fourth, the working up of the program for carrying it into actuality.

The first stage starts with the major policy decisions described by Mr. Fagin. This evaluation of the general kind and quality of recreation program needed is the very foundation stone of standards for specific facilities that will be meaningful. This is a difficult step, for which there is no prescription. It needs the guidance of the recreation specialists, as to the range of possibilities. It needs the contribution of the city planners, as to the long-range potentials of the community for growth and change of character. It needs the expression of the needs and wants of the too-often-inarticulate consumer, expressed through the civic leader; and the acquiescence, if not the actual leadership, of the political powers. But, difficult as it is, this crystallization of goals is explicitly necessary as a guide to all that follows, except in the simplest kind of community.

After the generalized goal-setting comes the setting of standards. The formulation of these is primarily a technical function; the problem becomes one of expressing them simply enough that they can be understood, and accepted as a basis for design and then action. For the kinds of standards are legion, and the variations in each kind of standard are also many.

"National" standards are a useful point of departure. They can be found, ably thought through and set forth, in the publications of the National Recreation Association, the reports of various special recreation studies for particular cities, and the reports of many city planning agencies. But national standards have been described as for "the lazy or conscienceless," because it can be dangerous to apply them thoughtlessly to any community or any part of a community. For instance, "one and one-quarter acres of playground space for every thousand of total population" is perhaps the most widely known national standard for this one type of facility; but if it is correct for a city of five thousand made up of a normal range of family-types and age-groups, it is obviously incorrect for a housing project of five thousand with an abnormally large number of children per family, or for a downtown residential area made up of elevator apartments with almost no children per family. The greatest usefulness of statements on national standards, or reports from other cities, is the lead they give on the method of deriving a standard: the kind of assumptions that must be made and the steps of thinking through to a usable figure.

It is interesting to compare for a number of cities the space-per-population standards for, say, playgrounds. The initial shock is that they are so different: half an acre per thousand people in one city, one acre in another, an acre and a quarter in a third. Can it be that the children in one community really need only half as much space to run around in as those in another? The key to the difference, of course, is in the differing assumptions that underlie the standards. A carefully-made forecast that the ratio of children to total population in a central city will be far below "average" or "normal" in the future is probably a valid justification of a "low" standard. The fact that land costs twice as much per square foot in one city as in another, however, is not a valid excuse for chiseling a "standard," though it may be a very real reason for not planning to meet the standard in the near future.

An exploration of the process of composing such a standard shows up a number of other kinds of assumptions that are subject to valid differences. You start with the playground itself; if it is made up of such and such facilities, its capacity is so many children—eighteen on the ball diamond, two on each seesaw, and so forth (and even these figures are not completely cut and dried). Then comes the flying leap into conjecture: what total population (of all ages) does a playground of this capacity serve? First, from how far away will the children come? This will vary, even in different parts of the same city. Next, what should be the ratio of playground capacity to the total number of children in the service area? Must you be able to provide for all of them at one time? The percentage that come at once will vary, by age, by social custom, by weather, and probably most by quality of supervision, program, and maintenance—and how can you predict that in advance? Finally, what is the ratio of children of playground age to total population? This, too, is subject to wide variation. So a realization of what is behind this kind of standard carries with it at least two warnings. First, the only safe kind of a standard to use is one which is locally derived, calculated from assumptions geared to the variations of your community from the average, and based on as many kinds of local information as you can get on population characteristics, local habits, and the like. Second, even thus carefully derived a standard is still a blunt tool, not to be applied slavishly or with too much precision; it is useful only as a general guide.

I have used a playground as an illustration because it is probably the one recreation facility whose capacity and use it is easiest to calculate. How much more difficult, then, is the deriving of a standard for neighborhood parks, for passive recreation? One office I worked with had some fun figuring such a park's capacity on a moonlit night, with couples spaced twenty feet apart and, assuming that the couples represented twenty-five per cent of the age twenty to twenty-five population within a quarter-mile, we came up with a "standard." It probably makes as much sense as any

Owing to the length of the material in this series, Mr. Howard's talk will be completed in the May issue of RECREATION.

other; in fact, it was remarkably close to the one you will find in the book.

But in spite of the problems and pitfalls involved in working up a set of standards, figures that are both meaningful and useful can be developed. Indeed, the yardstick they provide is almost a necessity in explaining, as well as in designing, a recreation area plan. The number of yardsticks needed is somewhat dismaying. There follows a list of the most important, with the figures carefully omitted, because to include them would be flatly at variance with the whole principle of local standards that has just been so stressed.

• The initial kind of standard deals with the facilities to be included in the recreation system, some of which can be keyed to a particular age group, but many of which cannot; some are clearly for active recreation, some for passive, and some cannot be sorted out on this line; some are indoor, some outdoor, and some are both. The familiar list starts with playlots, playgrounds, playfields, neighborhood parks, large parks, natural reservations—all useful designations of areas that can be fairly clearly differentiated as to function and use. They lend themselves to "standard" techniques of analysis and planning, at the level of community-wide planning, dealing with the location and size of sites for facilities, that is here under discussion. The list then goes on into special facilities that are of necessity also specialized in their planning because of their size or unusual site requirements: golf courses, beaches, zoos, arboretums, for instance. Then there are some that can be combined with some of the first list (which can in some cases, of course, be combined with each other): swimming pools, recreation center buildings.

Probably only the metropolitan community has both the need and the resources for all of these things. The selection from the list, for other communities, will be guided by the broad policies and goals as to the recreation system with which the planning process started.

• The second kind of standard has already been referred to as the area-population standard, which may be expressed for each of the functional types of facility in acres per thousand total population, or population per hundred acres, or number of children of such and such age group per acre or per hundred acres. The device used is not significant; the purpose is to identify an optimum relationship between the land area to be devoted to a particular recreation function and the people who will use it.

• A third kind of standard deals with service district and frequency of use. Facilities for daily use within walking distance might include playlots (if any), playgrounds, and neighborhood parks; those for less frequent regular use, still within easy transit or long walking distance, might be playfields, recreation center buildings, and large city parks; those for occasional use only, accessible only by auto or transit, might be reservations, beaches, zoos. The "standard" would express area-population ratios in the same terms as the previous standard; but a useful additional dimension is present. A city may seem to have enough total acres of playground for its total population, but when this service-district standard is applied the surplus of playground acreage in one neighborhood clearly does not help meet the deficiency in another.

Standards of accessibility must be thought through, not only to contribute to the kind of standard described in the previous paragraph, but also to guide site selection. Distance is not so significant as time, which counts in method of travel. Using a compass to mark off quarter-mile circles on a map is a tempting labor-saver for the planner; but, obviously, many children within that circle must walk more than a quarter of a mile to reach the center of the circle. And for those facilities that are intended for children, time-distance is not the only criterion of accessibility; there may also be standards of safety, requiring the absence of traffic hazards on the way, or "attractive nuisances," or pool halls and beer joints.

• Then there are standards of location, varying for each type of functional facility. Factors of site suitability enter: for instance, relatively flat topography is necessary for most of a playfield area to be devoted to ball diamonds and football fields, but rolling or even rugged topography may be preferable for a park area intended for informal communion with nature. Factors of linkage are also of importance: given a choice, it makes more sense to put a playground for elementary school age children next to such a school than at some distance from it; and there are other types of areas that fit, in terms of usage, either with each other or with non-recreational facilities. Factors of environment may also be identified: you try not to put a playlot next to a saloon, or a formally landscaped garden-park in the lee of an industrial area notorious for fumes harmful to vegetation. A final feature of location standards might be factors of service district relationship: the type of play area intended for daily use by children should probably be within, if not central to, the neighborhood for whose children it is meant—in other words, within its service district; while at the other extreme is, for instance, the beach, which almost has to be at the edge of its service district, or the large natural reservation which is likely to be (and, because of the kind of use it gets, can properly be) outside its service district entirely.

• Lastly are listed standards of design. At the level of planning here under discussion, I do not mean construction standards as to type and thickness of pavement, or horticultural standards; but rather, sufficient decision as to the kind and number of specific facilities to be provided in each type of recreation area to determine a minimum and an optimum size for each such area, and also to throw light on its appropriate location. For instance, a play space for active recreation for concentrated numbers of children, which by all criteria ought to be within a residential area, obviously needs a substantial noise killing buffer around it if it is not to be a value-destroying nuisance. Such a landscaped buffer area adds to the neces-

sary size of the playground, and thus influences size standards. If playgrounds are to be divided into junior and senior types, with a ball diamond for the seniors and none for the juniors, here again is a major influence on the space requirements which is also reflected in the area-population-ratio standard.

Here, then, are six kinds of standards, there may even be others, and these have not been fully described. They play a double part in the balance of the planning process; they are the basis for the evaluation of existing facilities, and then for the design of the new plan. These later stages may throw new light on the standards themselves, and suggest modifications. Even so, it is well for the technicians who develop them to share them at the beginning with both officials and public groups, together with the reasoning behind them. At best, they should be widely reviewed and discussed, and then formally adopted by the recreation agency and the planning agency. This step is advised, not merely for the psychological advantage of getting in, on the ground floor of the planning operation, as many as possible of those who must be depended upon to later build the plan. Technicians sometimes trust their techniques too much; if they cannot sell their standards, perhaps they are not really good standards. Further, lay review and discussion may very well bring out ideas that were overlooked, or information that was unknown. Wide public participation is not merely good political technique; but good technical technique.

The Recreation Area Survey

The second major stage of the planning operation is the taking of an inventory of the existing recreation system, and the analyzing of its service. Knowledge of what you have is an obvious prerequisite to deciding what you want.

Such an inventory would involve listing and mapping each kind of functional facility, together with its size, its service district, and whatever else may be pertinent to an evaluation of its adequacy. Data on actual use would be helpful: by how many, how often, and from how far away. Data on differences in equipment, maintenance, or program and supervision may throw light on differences in use between areas that are, at first look, identical. Clearly the recreation system cannot be analyzed in a vacuum; data are also needed on population, housing types and densities, age group composition, and the like; and also maps are needed showing major streets, railroads and other kinds of linear breaks and boundaries, and nonresidential land uses of various types.

This kind of information makes possible a check of the existing facilities—each individually, and all together as a system—against the standards as a set of yardsticks. Such an evaluation will show up the adequacies and the inadequacies: of range of types of facilities, of quantity of space of various kinds, of accessibility, of location, and of design. It identifies the strong and the weak spots in the fabric of the recreation system, as to general location in the community and as to character.

Such a survey sets the size of the planning problem—and the building problem—that faces the community. It is itself an educational process. It educates the recreation agency and the planners. And, if the results of the evaluation are clearly and forcefully set before them, it educates the officials and the public. Once it is brought home to them how far the community is from meeting the standards it has set for itself, their entire perspective toward recreation as a public function may be changed. Their sights may be raised as they recognize the urgency of improvement.

Of course there is also a danger that the officials may be scared off at this point. The guardians of the purse-strings are properly sensitive about things that cost money, like land in built-up areas. This indicates a need for tact in presenting the findings. It is probably unwise to say something like "This survey shows we need another one hundred acres of playgrounds, which at $2.00 a square foot will cost $8,600,000." It doesn't sound nearly so bad to say, "If we can afford to buy five acres of playground space a year for the next twenty years we can meet our standard." It is important, too, to make it clear that the statement of deficiencies is not itself a plan or program: that comes next.

(To be continued)

CHILDREN'S ZOO

If you are looking for a big package of recreation to give the public for today's dollar, give them a "kids' zoo." Shreveport is doing this for 100,000 zoo visitors during the four-month summer season. It does not take much land and it costs little to maintain—in fact, you can get most of the animals for the feeding. The recreation department constructed a children's zoo, that today is the home for twenty pet animals, at a cost of $7,500. The zoo covers about an acre and has a stockade style fence that stands ten feet high and is made of red cedar poles with the bark peeled off. It costs about $2,500 a year upkeep; and for the 100,000 visitors—who, for the most part, are children—this is inexpensive recreation. It takes a full-time keeper with two assistants, during the open season, to care for the animals and handle 900 people a day.

"The basic patterns are all about the same," stated Superintendent Clyde Stallcup. "However, you have to add something new each year for an attraction. This year we are displaying new papier-maché animals that were made by the children in the arts and crafts classes on the playgrounds. We also let people put on shows with their trained pets—they go over big." If you are thinking in terms of having a kids' zoo, here are his recommendations: (1) visit a city that has a zoo; (2) use only small and baby pets; (3) start out with a few animals and add some new ones each year; and (4) have added attractions. —From *What's Nu*, published by the Louisiana Recreation Association.

Horseback riding is a major activity in this as in any other camp. It is rotated with riflery.

CAMP KNO-KOMA

Dana E. Harlow

Unusual in the field of camping is this free camp for diabetic children

IT IS DARK NOW. Below my cabin runs the slow flowing Blue Creek to meet the Kanawha River. Towering above are massive hemlocks interspersed with flowering rhododendron which make the surrounding mountains seem taller and greener than in actuality. Occasionally is heard, from afar on the hill, the wry cry of the screech owl, or the spill of the man-made waterfall of the lake. Now passing over the cobblestone walk is a doctor making his rounds; his steps echo, but all is serenely peaceful. This is Kno-Koma (derived from the words "no coma") the only exclusively free camp in the world for diabetic children. The Charleston and West Virginia Diabetes Associations have sponsored nine days of free camping a year for eight- to fifteen-year-old diabetic boys and girls at Camp Camelot, donated by Carbide and Carbon Chemicals Company. Camelot is one of three children's camps owned and operated by Carbide for its employees' children. Fifty-five campers are sleeping peacefully, and are checked every three hours during the night by one of the five staff physicians. Three registered dieticians have finished their meal planning for tomorrow. Three cooks have laid aside their pot-holders; and from my window I see that the dispensary is dark—its five nurses and two lab technicians are soundly sleeping. The counseling staff of four senior counselors and eight junior counselors have long retired—the constant supervision of the diabetic child is very tiring. All are volunteers—all are doing a splendid job of making a camping job pleasurable for themselves and fifty-five youngsters.

Kno-Koma, with its superb physical features, is located forty-three miles from Charleston, near Glen, West Virginia, on the edge of remote and sparsely settled Kanawha and Clay Counties. Located centrally in a 53,000-acre tract of woodland, near a federal game reserve, Kno-Koma is a dream come true to the diabetic child, whether he comes from a mansion in Wheeling, a farm near Lewisburg, a tenement house in Charleston, a modest housing project in Parkersburg—it all spells the same—fun in the out-of-doors.

Kno-Koma just finished its fourth year—each year adding to its growth. The idea of a free diabetic camp for West Virginia diabetic children was originated by the West Virginia Medical Association Diabetes Committee, chaired by Dr. George P. Heffner, and assisted by Dr. Pid Miller, Mary Davis, and Roland W. "Dubey" Hamilton, who was the first director—and through their undaunted efforts the camp has progressed to what exists today. Kno-Koma lasts for nine days, but for its volunteer staff and workers of the diabetes association their work is much longer. Each year, meetings in early February start the rigid, detailed planning. The association is divided into committees on food procurement, transportation, perishables, clean-up, program specialties, equipment, and advertising. Kno-Koma exists purely on contributions and volunteer help; no solicitations are made, no

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canvassing has been done, but fortunately it has been able to go from year to year without cost to the child.

From the time the child leaves the New York Central Railroad station in Charleston, until he returns nine days later, his life is engulfed with new and varied interests. For some it is their first train ride, for others it is the first time away from their homes, but for all it means the start to camp —a word fascinating to any boy or girl! The children are given a physical check-up at the Charleston General Hospital Clinic and the nurses prepare a snack, which is loaded aboard, and then, amidst the waving of hands and tightly clutched fishpoles and powder boxes, the train is off. Each parent brings his own child to Charleston, and all children depart on the same train—heading into a whole different world.

The train chugs through four tunnels and then between oak-groved and hemlock-covered mountains to Middle Fork. The campers disembark and hike over the mountain sides one and one-half miles to camp. The walk is eventful. The trail, with hand rails along the steep inclines, leads them along the side of a mountain; and stretching below is the ribbon-like stream. They walk through an old sedge-covered meadow, and finally over the swinging bridge that leads to Kno-Koma.

When the camper arrives he is assigned a number that he uses the rest of the week for bunk assignment, diet regulation, insulin dosage, urine specimens, and doctor's bed check. Each diet is designated by a color—blue, red, yellow, or black—and each camper is given a color card to indicate his diet. Blue indicates 180 grams daily of carbohydrate, yellow 200 grams, red 225 grams and black 250 grams. Meals are served by the color chart indicator. Each child is told at the beginning of each meal the exact proportions that his color group may have. Foods are purchased from wholesale houses and also donated by dietetic warehouses.

The program is action packed. By using the total facilities of Camp Camelot, Kno-Koma is assured of a somewhat idealistic program.

The huge ex-railroad bell sounds its rising note at 7:00 A.M. With hurried steps the campers collect their urine specimens for the morning, and all specimen bottles are placed in a labeled cabin box and the junior counselor delivers the entire group of specimens to the laboratory technicians at the dispensary. Immediately following specimen collections, all campers, according to their assigned dosage, receive their insulin and administer their own shots. It is only the youngest, first-year campers who are somewhat reluctant about giving their own shots; but before the camp is over they are, to some degree, "experts" in administering their own insulin, and reading and charting their urine specimens—which they are taught by the staff of doctors and nurses.

Following breakfast, a meal enjoyable to a camper wherever he may be, all campers start their kaper duties by cabin assignment for the day. Bunks are made, floors are swept, bathrooms are scrubbed; and then they are ready for the morning of instructional activities, with a rotary program of riflery, crafts, horseback riding, and the sport of the day. The sport may be archery, volleyball, softball, tennis, badminton, horseshoes, or ping-pong. It is suggested they try horseback riding and riflery one of the two periods. Following these activities, all campers assemble at the lake for swimming instruction under Red Cross qualified instructors, with progressive abilities and skills adapted to each group. The entire staff is on the water front for safety precaution. It is strongly believed that all the staff members may not be foremost in water rescue tactics, but their cautious eyes are constantly on guard for every single bobbing and splashing head. This just affords safety in triple measure. If the water is chilly, the campers grab fishpoles and head for the lake. The fish caught are cleaned by the camper. For some it is a new experience, for others it is a matter-of-fact routine. With his counselor, the diabetic camper learns to understand another one of nature's wonders.

Boating and canoeing are done under strict supervision. *Supervision must be close on the water front.* The diabetic "reaction" may come at any unexpected time—his reaction to insulin because it has consumed all the available body sugar. The reaction is only temporary if sugar is given quickly. The diabetic responds rapidly and continues on with the activity after being checked by one of the doctors. Should the diabetic, due to the sudden change from routine home life to that of camp activities, get a reaction and be left alone, he would slowly drift into unconsciousness and possibly convulsions. Therefore, to pull the camper quickly out of this reaction, every staff member carries a small sugar can with him at all times—permanent individual equipment during diabetic camp. Every shock or reaction is recorded by the counselor and given to the doctors who, at nightly meetings, record the amount of insulin each camper will be given the following day. This is checked in accordance with diet, urine specimen and daily activity.

A long-anticipated adventure, the overnight campout with a covered wagon just like that of the west-trekking pioneers!

Lunch is followed by gay singing. These children enjoy singing and greatly excel in this camp art.

Rest hour is a welcome spot in the day for all. It affords a good time for writing post cards, provided free to the camper, or reading comic books, or quiet gab sessions across the foot of a bunk. Each must lie down—and some go to sleep. This rest period length is regulated by daily activity

but is not under one and one-half hours.

In the afternoon the campers have a choice of crafts, folk dancing, boating, canoeing, and exploring. As for the exploring, there are many changes from the city streets to this outdoor life for these wide-eyed children. So, with canteen and sugar cans clanging, the small group of ten or fifteen head for the high cliffs with the beechnut trees on top, or the rock-bottom of the mountain stream searching for wood newts, or watching the soaring red-tailed hawk, or catching a terrapin with its yellow and brown markings, or digging in that old rotten log—and what is more exciting than watching a black snake devour his toad meal, or simply sitting in the grass and watching those "funny little black bugs"? Plaster casting is a rare treat— especially the casting of deer tracks which are plentiful.

In their craft lesson, for some it may be making a lanyard, billfold, or key case from vinylite plastic, or silk screening the Kno-Koma emblem on their own belongings. For others

Craft lessons include such things as the making of billfolds, lanyards, belts, Indian beadwork and finger painting.

—Indian bead work, finger painting, or making a bird house out of bark.

Folk dancing is an active class for all age-groups. For some it is their first try in the field of dance, and they learn what square dancing and folk dancing are all about. The activity is fast moving, but all take time out for a snack to build up their body-sugar content.

Every other day the entire camp delves into inter-cabin competition in volleyball and softball games, and finally, near the end of camp, into a softball game, with the staff versus the campers. The losers must stand and eat their next meal—this arouses the best in "rooting" spirit.

On Saturday night, a caller with records and a demonstrating group from Charleston volunteer their services for the evening. Starting with simple maneuvers that they have learned from folk dance classes, the campers end up with more difficult ones. This is the night of the week when all find time to comb their hair and "break out" their best in camp-togs.

Wednesday brings the long awaited and anticipated adventure—the overnight campout with the covered wagon. A menu is planned that adequately meets the rigorously scheduled diet needs. The campers pack bed rolls, flash lights and jackets—their duffel is in top notch form. The older boys aid the riding counselor in harnessing the horses and, as the last buckle is snapped, Kno-Koma is a mass of bulging eyes. Imaginations run wild when these diabetic children see this covered wagon fully equipped—food box on the rear and the water barrel attached to the side—like that of the west-trekking pioneers. As the water barrel is adjusted and filled, the food is stored in the end box, the duffel is piled aboard—the campout is on! The older campers climb aboard the wagon with a nurse and a doctor and the rest pile aboard a jeep and rustic trailer. As the entire unit—doctors, nurses, cooks, dieticians, counselors, campers and directors—slowly moves out of camp, the group breaks into singing to the accompaniment of the plucking of ukuleles, clanging of pans, and squeaking of wagon wheels. After covering three miles of dirt road, up grade, down grade and seventeen creek crossings, the contingent reaches the campout area. Immediately the group starts preparing for the evening meal—everyone gathers fire wood.

Instruction is given as to the use of foil in cooking a meal consisting of cheeseburgers and hotdogs with all "the works," baked potato and pre-cooked baked beans, milk and bread and topped with watermelon. Meals must be on time—they cannot vary from five to ten minutes, or reaction will start; but by careful planning, this danger is eliminated, and the campers can enjoy one of the best of camping activities, cooking and eating the food themselves! The meal is followed by a campfire, ending with story telling.

The project of Kno-Koma has proved itself so worthwhile for the diabetic handicapped that the state Diabetes Association, Medical Association, Heart Association, and Association of Crippled Children, with the help of Carbide and other industries throughout the state, are projecting plans, for the coming year, for the building of a permanent camp for all medically handicapped children in the state of West Virginia. The land already has been acquired.

The diabetic child was once considered handicapped—unable to play rigorously or enjoy normal functional activities of other children, but such is a fallacy now. As assured by Kno-Koma, the diabetic can and does enjoy routine camp activities.

> "Every youngster should have an opportunity to commune intimately with the out-of-doors. The summer camp should, therefore, not surrender to all the comforts of the city. . . . Somewhere in between civilization's coddling and the rigours of pioneering lies the outdoor experience, wth an appropriate share of comforts but a genuine smack of nature and vital living, which will provide an interesting and useful chapter in anyone's life. . . . It is at camps that youngsters frequently have their best opportunity to discover themselves. It is there they find their interests and abilities, enjoy fruitful group experiences, build up confidence in self and understanding of people, and tingle with some of the deeper satisfactions. It is not uncommon for them to acquire a fresh and more vital outlook on life."—G. Ott Romney in *Off the Job Living*, A. S. Barnes and Company, 1945.

Iron-Range Training Institute

--An Experiment

Robert Horney

MUCH has been written and said about the need for cooperation and coordination among agencies and public departments for civic betterment and welfare services within communities. From time to time we have also read or heard of successful examples of such cooperation, but rarely do we find instances of similar cooperation and coordination *between neighboring cities.* Yet the need for this is just as great. In general, cities seem to recognize this need, although the time of city officials is usually consumed by local problems.

In my field visits about Wisconsin, Illinois and Minnesota, I have found that two of the greatest needs of departments of parks and departments of public recreation are help in finding qualified personnel to fill leadership assignments, and help in training staff leaders. The department with an operating budget under $50,000 presents the greatest need for this service, since these communities usually hire only one full-time year-round director who must assume full responsibility for the department's services.

Although the following experiment could have been tried in any one of the three states, and proven useful to "one-man departments," it was offered to communities on the Iron Range in Northern Minnesota. The plan is not original. However, the manner in which it was organized and the results obtained merit the consideration of department executives everywhere who have the same need for special assistance with their leadership training problems.

After discovering the need and discussing the idea for a training program with executives on the Iron Range, a follow-up questionnaire was mailed to thirteen different communities in January. This sought pertinent information regarding each individual community's needs for leadership training. Some of the major questions were:

1. Would a leadership training institute be helpful to you and your staff?
2. If an institute is held, can we count on your participation and acceptance of the proportionate share of the cost of bringing a National Recreation Association specialist to the Iron Range for a week's leadership training program?
3. Please suggest questions to be discussed which will help you with your major problems.
4. Suggest the community, most centrally located for the institute, which would be most convenient for you and your staff to attend.
5. Please indicate the dates of the institute best suited to you.
6. Could you attend a meeting in March to help plan the details of the institute program?

By the early part of February the questionnaires had all been returned. Tabulation showed that eight different communities definitely wanted the institute and agreed to share the cost of a specialist with the other participating communities. Three towns reported that they felt the institute would help them, but official board approval for sharing the costs pended the next regular board meeting. Two communities indicated a desire for the service but stated funds were not available until spring when tax allotments would be doled out for the summer recreation program.

Representatives from all of the Iron Range recreation departments were invited to attend a planning meeting with the district representative of the National Recreation Association, to be held in Virginia, Minnesota, in March. During this three-day conference the following plans evolved:

1. Training institute to be held in Virginia, Minnesota, June 9 through June 12.
2. Daily schedule of sessions set for 10:00 to 12:00 noon and 1:00 to 3:30 P.M., with no evening work. (These hours were selected by the executives to permit the directors and staff sufficient traveling time to and from their respective communities daily.) →

MR. ROBERT L. HORNEY, *the author, is a Great Lakes District representative of the National Recreation Association.*

3. The NRA representative was requested to have on hand an abundance of reference and source material for the executives and their staff members to review during the week's session.
4. The training program to be open to all community leaders, such as church Bible school leaders, Boy Scout and Girl Scout leaders, day camp leaders, 4-H leaders, teachers, and PTA representatives.
5. It was decided to have a one-day session for executives on "Administrative Problems." This would give an opportunity to department heads to discuss the problems which do not ordinarily confront subordinate staff personnel.
6. The Virginia Recreation Department to assume the responsibility for all local arrangements, handle local publicity and registration details.
7. Authorized the National Recreation Association to assign one of its staff specialists to conduct the training institute.
8. Suggested the program content and program topics for the institute.

Early in May each community was mailed a copy of the final draft of the institute program, together with information about the background of the NRA specialist assigned to conduct the institute.

By 10:00 A.M. on June 9, the first morning of the Iron Range Institute, the registration reached a total of sixty-two leaders. This included executives and summer staff members from twelve different communities. Before the registration was completed sixty-six different people had been signed. This figure was far greater than the planning committee had anticipated. With one or two exceptions, the executive of each community used his own car for transportation, and paid for the gas out of his own pocket, to transport his staff daily to and from the training sessions. The one-way mileage ranged from five to ninety-seven miles. The communities participating included Biwabik, Gilbert, Ely, Parkville, Virginia, Eveleth, Mountain Iron, Buhl, Chisholm, Hibbing, International Falls and Aurora, Minnesota.

At the close of the first morning's general session, the group was divided: the executives met with the NRA field representative, and staff members met with Miss Helen Dauncey, NRA specialist from New York.

During the executives' session, some of the problems discussed were:

1. How do you go about forming a citizen's advisory council?
2. How do you develop school and city cooperation?
3. Maintenance control and operation.
4. Developing public relations.
5. The organization and financing of youth centers.
6. Promoting recreation programs for girls.
7. Programs for the golden-age group.
8. Playground work schedules, salary scales, number of weeks of operation.
9. Budget preparation.
10. Trends in the recreation field.

During the week, the program for the staff personnel included: leadership techniques; organization of playgrounds; problems of conduct.

Half of the week's training sessions were devoted to the active participation of the delegates in learning a wide variety of activities for their playground programs. Adequate time was also set aside for the discussion of problems; and individual interviews were scheduled for those making special requests for help.

At the close of the institute, some of the results as listed by the delegates were:

"By sharing the cost of specialized training with other communities, the director and his staff felt they received a valuable training at a very low cost."

"Helped new leaders entering the field for the first time to become aware of the real meaning of the profession."

"Served as a refresher course for staff members who had not been privileged to attend a professional training session for years."

"Offered new techniques of leadership and offered many new program ideas."

"Explained new trends in the recreation field as observed by NRA representatives giving field service throughout the United States."

"Offered an opportunity for leaders to discuss their problems, compare their programs and exchange ideas."

All of the delegates said their enthusiasm for their summer assignment had been increased through this experience.

A "follow-up" visit to the participating communities during the summer by the NRA field representative found executives voluntarily testifying to the good effects of the training program. Some of their comments were: "Our playground program got off to a much better start this year"; or "We had less fumbling of problems of conduct this year"; "Our attendance doubled over last season at this period"; "The attitude of the leaders is greatly improved this summer"; "Our leaders are doing a better job of planning their daily schedules."

As a result of the new reference material exhibited during the institute, several departments increased their professional library, and others asked to be included on the National Recreation Association mailing list.

News of the success of the institute spread to other villages and towns on the Range, and several asked to be included in the planning for the 1954 institute. Other areas of the state are making tentative plans for similar institutes for 1954.

Last year's experiment was not without flaws. Delegates requested that a craft specialist be added to this year's institute staff, and requested more time for the discussion of administrative problems. So that more towns and villages might become interested in the training program, it was suggested that consideration be given to offering the institute program at two different Iron Range localities this summer, thus including more delegates and reducing travel time for many of them.

Considering the possibility of inclement weather, the local arrangements committee was asked to plan for indoor meeting space, too; others asked for a certificate of attendance. Better distribution of the institute program content was suggested, and a summary of the institute program was favored by most executives and their staffs.

RECREATION CENTER FOR THE CEREBRAL PALSIED

IMPORTANT in the amazing and extremely worthwhile work of the Cerebral Palsy Recreation Center in San Francisco, is the philosophy of the sponsoring agency—the Carl Cherry Foundation—and of Janet Pomeroy who is director of the center. "The utilization of the creative ability or originality of another person is the most effective means of helping him to further his own growth and development." This is the belief that forms the core of the center program. This, plus the lack of opportunities for the cerebral palsied in the San Francisco area, provided the initial incentive for the foundation to sponsor a creative group project for them.

The recreation center grew out of experience gained by Janet Pomeroy as a volunteer worker with the cerebral palsied in San Mateo since 1947. In her experimental work, Miss Pomeroy saw the need for special adaptation of recreation activities for this group, and she undertook to develop a program which included drama, pottery work, art, crafts, games and special events. These activities were adapted to encourage and allow participation of these persons regardless of individual handicaps; for example, one person who could not use her hands was taught to work on the potter's wheel with her toes, and subsequently to hold a paint brush and paint with her toes. Others, who had a speech difficulty such as occurs in so many cases of cerebral palsy, were encouraged to participate in a pantomime play, where no speech was necessary; or they were encouraged to provide a groan, or a grunt, as a sound effect for a radio skit. In short, each individual was encouraged to find expression through those parts of his body over which he had control.

In this manner, the activities provided an opportunity for everyone to be included and to participate, and also proved to be a valuable means whereby the cerebral palsied could be stimulated and motivated to walk, to talk, or to otherwise improve their physical coordination. Many children practiced for hours in order to coordinate their hands or arms so that they could manipulate a puppet in a puppet show; others willingly practiced sentences or words in order to receive an assigned role in a play or skit. Other activities, in turn, were based on the same philosophy of providing an incentive for the individual to improve himself through creative media.

Thus, the founding of the center, which represented a challenge to the foundation, provided an opportunity for the director to further prove that creative effort could be utilized as a media to motivate individual and self-expression; to develop imagination and inspire original thinking; to instill confidence; to assume responsibility; to learn by continued investigation; and to create satisfaction and enjoyment for an increasingly enriched, happy life.

The San Francisco Recreation and Park Department very generously assisted the foundation by donating a portion of the Fleishhacker Pool Building to the project. The building, which was originally built to accommodate a very sizeable restaurant, proved to be most adaptable for this purpose. The spacious main room, which once served as a dining room, was ideal for large social gatherings and for folk dancing in wheel chairs. Another room, overlooking the swimming pool, made an exceptional clubroom and office. A very large kitchen which was equipped for restaurant cooking provided many excellent facilities for activity programs. The coolers, once used for hanging meat, made unusually fine dark rooms for photography; while the old chopping block lent itself to the pottery program for pounding clay. The counters in the main room, once used for short orders such as sandwiches and cold drinks, provided an ideal puppet stage.

The building itself is ideally located. It is across the street from the ocean and directly above the swimming pool;

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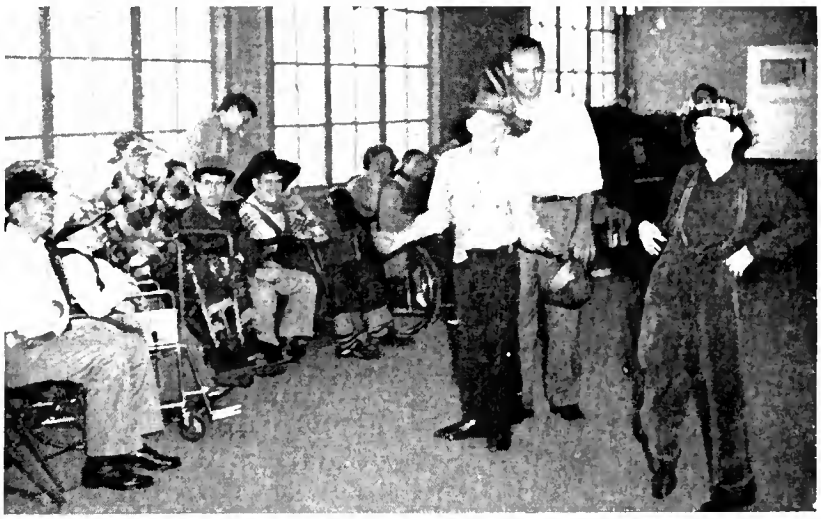
Planning activities. Members of advisory council, who plan with the staff, are representatives of teen-age and young-adult group.

Puppetry. Practicing manipulation of puppet strings backstage. Brass curtain rings attached to strings help the folks who are able to use only one finger.

Games. This boy has learned to play shuffleboard and enjoys it thoroughly. He drops his crutches on the floor and "forgets" to use them during the various center activities.



Hat show. At Easter party, "bonnets" are paraded. Prizes for funniest.

Painting. After gaining confidence in the technique that seems best for him, individually, young person derives a great deal of satisfaction from the creating of an original painting.

Folk Dancing. This is enjoyed by those in chairs and those able to walk.

Pottery. Mrs. Pomeroy teaches Dina to make bowl with part of hand she can control. Nineteen years old, she spent most of life in bed, but now joins in wheel-chair folk dancing.

it is within easy walking distance of the famous San Francisco Zoological Gardens and Lake Merced—where fishing and boating are available, and is also near the park and the riding stables.

In addition, the San Francisco Recreation and Park Department undertook to act as consultants in technical matters concerning the program and administration. They also installed necessary special equipment, such as ramps and rails, and made available certain recreation areas, equipped especially for the handicapped. They further provided instructor-aides for developing a swimming program at the center.

Established professional recreation personnel were engaged to administer and conduct the program. In addition to the director, a music instructor, art instructor, a matron and a group of well qualified volunteers made up the staff. The entire program was conducted with the backing and guidance of an advisory board made up of individuals connected with other interested organizations.

Activities were started in November 1952, and were conducted every Tuesday, Wednesday and Thursday. This phase of the program was especially organized to include those who, because of age (over eighteen), were no longer eligible for special state education benefits, as well as those who were not presently engaged in a full-time occupation or directed activity, and those who were too handicapped to work in a sheltered workshop. Six young people, whose ages ranged from nineteen to twenty-eight, attended this program; transportation to and from the center was furnished by the foundation.

The activities of this program—such as music, art, dramatics, photography, and pottery—were adapted to inspire the individual to participate as a member of the group. Within this creative activity, a study club was originated to pursue subjects of interest to all. The group studied primitive man, his activities as an individual, his social organization, his relation to his environment and his creative achievements. The group was encouraged to express their understanding of these studies in a composition, or a play, which they in turn could produce themselves. In short, emphasis was placed on creative self-expression, not only through activities, but in addition by encouraging and providing the group with opportunities to participate with the staff in the over-all planning of the program.

Owing to the tremendous response and enthusiasm shown for the weekly program, and for the various special events conducted at the center, a regular Saturday program was requested, and subsequently established in February, 1953. This was particularly planned to include those young people who were attending school, workshops, or other activities during the week. Approximately forty-five young people from the Bay Area and the Peninsula enrolled. Transportation was furnished by the American Red Cross, the foundation, and the parents. The director and four trained recreation counselors made up the administrative staff; assistance was provided by volunteers and matrons.

A student advisory council, composed of representatives from the various age groups, acted as an advisory group to the staff in planning weekly social group activities held at the center and in nearby recreation areas. Puppetry, folk dancing, creative writing, pottery, fishing, cookouts, swimming, and horseback riding, adapted to include all handicaps, were the most popular events offered.

The center's regular activities continued through July, 1953, at which time this program was recessed to a summer day camp, which was conducted at the recreation center during the month of August.

Program

In order to realize the tremendous response and enthusiasm shown toward activities developed by the center, and to really "see" the complete participation of the young people who attend, one should visit the center while a program is in session. However, a partial substitute for such a visit is provided by photographs. Those included here were taken in the course of regular sessions, and depict some of the actual activities of the participants at the center.

Members of the center's advisory council, who discuss and plan with the staff the activities of the program, are representatives from the teen-age group and from the young-adult group. These members were selected by their respective groups.

Pottery making, one of the center's most popular activities, is easily adapted to every participant, regardless of individual handicap. For example, if a person can control only one thumb or finger, or press with the back of his hand, he can still press clay into a mold to obtain the desired shape and thereby create an attractive ash tray or bowl. Working in clay has helped the young people immensely in the manipulation and coordination of their hands and feet. For example, one girl was taught to work on the potters' wheel with her toes. Others have learned with practice to steady their hands well enough to produce original pieces made on

the potters' wheel. Pottery is an excellent group endeavor. In one instance, a girl who had not learned to steady her hands well enough to work on the wheel turned the foot pedal on the potters' wheel for a girl whose legs were crippled but who had use of her hands. Together they made a beautiful bowl, which was recognized as a mutual accomplishment.

Conclusions

Director's Observations:

"In the past six years as a recreation worker with cerebral palsied, I have come to realize more and more the tremendously important part that recreational activities play in the total growth and development of an individual. Not only have I realized this by seeing the desired results obtained through application of these activities, but I have been made particularly aware of differences in those individuals who were denied recreational opportunities in early life. We all recognize how, in play, children learn to adjust to a group, to share, to take turns, and to have consideration for others. Doctors, psychiatrists, and psychologists recognize this as a very important segment of our total growth and development, and we have come to take this for granted. However, many of the cerebral palsied, who were born twenty or thirty years ago, had no chance of belonging to a group as they grew up. The chance to express their emotions, desires or needs, which are identical to those of a physically normal individual, was very slim. In addition, the opportunity for creative play acting, an instinct with which every child is endowed, was further dampened by physical limitations, and the normally afforded opportunities for learning were absent. Opportunities for realizing achievement, which are so important for gaining added self-confidence and a chance to assume responsibility, were definitely lacking in the lives of most of them.

Hayride. Waiting for a soft spot on the wagon. An early morning start led to an hour's ride and day in the open.

Cookout. Exciting hayride includes lunch of hot dogs and baked beans, cooked on open fire built by participants.

"In view of these denials, however, the offering of recreational opportunities for handicapped is never too late and never too soon. Recreational activities for the handicapped, and particularly for the cerebral palsied individual, provide motivations and incentives to walk better, to talk better, and to participate in their own way, to their fullest capacity, regardless of their limitations.

"From my experience it would appear that the benefits of recreation and its importance to the individual can probably best be demonstrated and proved in work with the handicapped."

Important Factors

1) *Time*—To successfully administer a program for the cerebral palsied, *time* must be considered as an important factor. Activities must be adapted, slowed down. In speech difficulties, time is needed for individuals to fully express their thoughts. At the beginning of our program, three young people, ages twenty-six to twenty-eight, said, "This is the first time in our lives that anyone has taken the time to hear us out—to hear what we have to say."

2) *Imagination*—To create adaptations one must be able to imagine, to alter, to improvise, in order to include the variously handicapped individuals affected by cerebral palsy, and devise ways and means to develop their latent potentialities.

3) *Patience*—To allow cerebral palsied individuals to do things for themselves, in their own way, requires a great deal of *patience*. One may have the time, for example, to permit an individual to walk very slowly on his crutches to a given area, rather than to wheel him in a chair; but it takes patience to appear unhurried—to slow down, to wait for him. One may also have the time to permit an individual to speak in his own way, which is often very slowly and hesitantly; however, it takes patience to keep from finishing a sentence or a word for him, and instead, to try to understand what he actually tries to say. Oftentimes, in order to include a severely handicapped individual in an activity, many trials are necessary, and much patience is needed to make a suitable place for him, rather than to simply let him look on. In short, it takes time, imagination, and patience, to help these persons to help themselves.

It is the hope of the Carl Cherry Foundation and Miss Pomeroy that the center's program will continue, and will serve as a model, or act as a guide, in assisting other individuals or groups interested in developing a recreation program for the cerebral palsied.

Future plans for the center: the development of a more comprehensive program, which will include young cerebral palsied children; to make available, generally, the accumulated, adaptive materials developed by the director.

Small bed-patient is ready to "let one go." This is junior size bed-type unit for youngsters from five to ten years old.

Jay Archer

Basketball Comes to Hospital Patients

AN INNOVATION in the game of basketball, recently brought to the attention of officials of institutions caring for wheel-chair, bedridden and crutch-case patients, is proving tremendously popular. This is called "Rol-Bac"* basketball and—just as the names implies—the ball *always* rolls back to the patient. A man, woman or child can enjoy this activity. Participation offers recreational, mental and physical therapeutic values:

1. *Recreationally*—Enjoyment and competition with other patients in "foul shooting," or in game of "21."
2. *Mentally*—Tends to stimulate the patient mentally, inasmuch as any form of competition makes for alertness and quick-thinking.
3. *Physically*—Tends to develop a patient's shoulders, arms, chest, wrists and fingers.

Patients participate, however, *only after getting permission of attending physician*. The Rol-Bac basketball units are of three types:

1. *Wall-Type Unit*—Easily set up so that the wheel-chair patient can wheel his chair to the unit, detach the net and ball from the platform below the goal and bankboard, roll back the length of the net, attach the net ends to the chair, then begin to play either "foul shooting" or game of "21." This same procedure can be used in competition with other patients.
2. *Outdoor Playground Unit*—This is set up by lowering the bankboard to a height of six feet, then the net is applied and extended to either a wheel-chair or a bench.
3. *Bed-Type Unit*—This is easily attached to the foot of the bed and can be set up so as not to interfere with the bedside care of the patient.

Initial introduction of this game took place at the West Side Hospital in Scranton, Pennsylvania, where Colonel J. A. Betterly, superintendent of the hospital, extolled it very enthusiastically. He declared: "It gives me a great deal of pleasure to report to you the results of our experience with the Rol-Bac basketball set. The apparatus is easily attached to the beds, and can be conveniently stored when not in use. We have found that, where a patient may want to use it several times a day, it may be left on the bed with the net folded neatly around the basket and there will be no interference with the normal bedside care of the patient. I believe the apparatus has a definite therapeutic as well as a recreational value and should certainly be of great assistance in the care of our patients."

The Rol-Bac basketball unit has been devised so as to make the ball always return to the patient. This is possible because of the winged-shaped and trough-shaped net. The unit is comprised of (1) a bankhead, (2) a standard (for bed-type unit only), (3) a goal, (4) a basketball, and (5) a net.

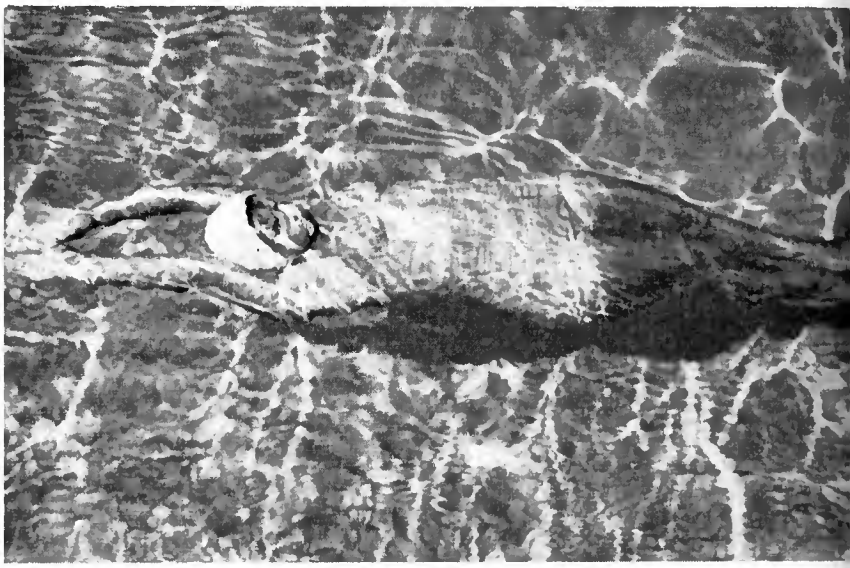
*Anyone desiring further information may write to: Jay Archer, 601 Brooks Building, Scranton, Pennsylvania.

MR. JAY ARCHER, *also originator of Biddy Basketball, hopes that his new game, Rol-Bac, will bring to many bedridden, wheel-chair and crutch cases, hours of pleasure and enjoyment.*

Wheel-chair patient, using the wall-type unit, is able to enjoy a solo game of "21" without requiring any assistance in attaching the net or in having the balls returned to him.

CLEAR CLEAN SAFE Swimming Pool Water

Eric W. Mood



A lifeguard swimming nine feet below the surface of the water, as seen from the diving board at Colt Park in Hartford. The high degree of water clarity is attributed to the use of high-free residual chlorination.

SWIMMING is a sport that is increasing in popularity. To insure safety, the bathing water must be kept in good sanitary quality. For esthetic reasons, it should be clean and free of suspended matter such as algae. To meet these objectives, chemicals are added to the water during the purification process. Chlorine is used generally to keep the pool water free of bacteria. It is added in such quantities that a portion is used up immediately in the destruction of organic matter and bacteria, and in the oxidation of ammonia and other constituents in the water. The amount left over is known as residual chlorine which is available to kill bacteria as they are washed off the bathers' bodies and to destroy and to prevent the growth of algae, provided the residual chlorine concentration is sufficiently high. Residual chlorine occurs in one of two forms: free residual chlorine or combined residual chlorine. Free residual chlorine is a form of chlorine that can act quickly upon bacteria and algae and oxidize ammonia and other constituents in the water. Combined residual chlorine (commonly called chloramines) is a form of chlorine that is combined with ammonia or some nitrogenous organic compound, is slow to act upon bacteria and algae, and has limited action to oxidize ammonia and other constituents in the water.

The Joint Committee on Bathing Places of the Conference of State Sanitary Engineers and the American Public Health Association in its most recent report has recommended that the free residual chlorine concentration be maintained between 0.4 and 0.6 ppm (parts per million) and the combined residual chlorine level between 0.7 and 1.0 ppm with the desirability of maintaining values up to 2.0 ppm. This report also recommends that the *p*H of the water be maintained between 7.0 and 7.5 as the bactericidal efficiency or residual chlorine decreases with an increase of *p*H.

In out-of-doors swimming pools, free residual chlorine is destroyed by direct sunlight, making it difficult to maintain the concentration of residual chlorine within the recommended limits. Under normal circumstances, free residual chlorine values in excess of 0.6 ppm are irritating to the eyes of some swimmers. Since combined residual chlorine is more stable in direct sunlight than free residual chlorine, many out-of-doors swimming pools use combined residual chlorination by the addition of chemicals containing ammonia. How-

MR. MOOD *is lecturer in Public Health, Yale University, New Haven, Conn.*

Guard, Miss Dorothy Simms, is underwater fifteen feet from the camera.

A recently developed process of treating swimming-pool water with high-free residual chlorination.

ever, because of the slower bactericidal action of combined residual chlorine, acceptable bacterial densities of the pool water may not be maintained when many swimmers are in the water. Some algae can grow in the presence of combined residual chlorine.

The need for a method of chlorinating swimming pool water which will be low in its bacterial density at all times when in use, and non-irritating to the eyes of swimmers, led to the development of the high-free residual chlorination procedure. Basically, high-free residual chlorination of swimming pool water is the application of the principles of breakpoint and super-chlorination of public water supplies with modifications. It is the process of adding large doses (5.0—20.0 ppm) of chlorine or hypochlorite to an alkaline water (*p*H= 8.0—8.9) to produce and maintain at all times values of free residual chlorine equal to or greater than 1.0 ppm.

Studies conducted at Yale University, New Haven, Connecticut; Smith College, Northampton, Massachusetts; and Colt Park, Hartford, Connecticut, demonstrated that high-free residual chlorination of swimming pool water renders the water non-irritating to the eyes of swimmers and practically free of bacteria at all times, even on bright sunny days with many bathers in the water. With this type of chlorination, the water is clear and clean, sparkling bright and light blue in color. Dull, cloudy, green water in a swimming pool can be attributed usually to suspended matter such as algae and bacteria which interfere with the passage of light through the water.

Concentrations of free residual chlorine up to and including 10.0 ppm are, for all practical purposes, non-irritating to swimmers' eyes. This is attributed to the rapid oxidation of ammonia-nitrogen by the chlorine ions and prevention of the formation of nitrogen-trichloride and dichloramines by the maintenance of a *p*H value between 8.0 and 8.9. Nitrogen-trichloride and dichloramines have been demonstrated as being irritating to the eyes and to the mucous membranes of the nose and throat.

This procedure of chlorinating swimming pool water does not require special equipment or apparatus. However, it is limited to swimming pools that recirculate and filter the water continuously at a minimum rate of once every eight hours; that have a good design of their inlets and outlets which prevent "short circuiting" of flow of water; that continuously apply chlorine and other chemicals; and that use ammonia-free chemicals. High-free residual chlorination can be accomplished with either gaseous chlorine or hypochlorite solution. The chlorinating apparatus must be capable of applying the chemical at a high enough rate to satisfy the chlorine demand and to produce the desired free residual chlorine level. If the point of application of the chlorine be prefiltration, thorough mixing of the chlorine solution is permitted. *p*H is controlled by the use of soda ash or caustic soda. While personal experience has been limited to the use of soda ash, successful reports have been received from England of the use of caustic soda. *Only ammonia free alum may be used.* Good filtration has been reported when alum is applied at the rate of 0.5 ppm (based upon the pump capacity) for the twenty-four-hour period immediately after backwashing and 0.2 ppm at other times. The alkali (soda ash or caustic soda) and the coagulent (alum) should be applied with chemical feed pumps or other similar equipment to obtain uniform rates of application. Chemical solution pots may not give good results.

No other chemicals are needed for high-free residual chlorination. Quaternary ammonium compounds cannot be used. In fact it is not necessary to use any type of an algacide, as algae do not grow in the presence of free residual chlorine values that are experienced in this treatment procedure.

High-free residual chlorination uses more chemicals, but it produces savings in operating costs in other ways. The frequency of backwashing the filter is reduced. In the case of Colt Park Pool, an outdoor pool, for example, the frequency was reduced from once per day to once per week. Vacuum cleaning the pool is more efficient because the operator can see the cleaning head more clearly at all times. Life guards are enthusiastic about this method of water treatment because of the high degree of clarity of water produced. No longer do they worry about a swimmer in trouble in the deepest part of the pool where he may be concealed partially by the turbidity of the water. Underwater swimmers enjoy swimming in water treated with high-free residual chlorination. The pool at Colt Park is 120 feet in length and it is possible to see the opposite end of the pool when viewed underwater.

High-free residual chlorination has many advantages over other methods of water treatment, but of principle importance is the low bacterial density that is maintained under all conditions, and the reduction in the amount of irritation of the eyes that some swimmers experience.

Temescal Pool (left), Fremont Pool and new pool adjoin city high schools. Temescal has been scene of Far West AAU Synchronized Championships for three years.

Swimming Pools in Oakland

Florence Birkhead

THIS SPRING the recreation commission in Oakland, California (population 384,575) is opening another 50- by 100-foot municipal swimming pool—the fifth since 1948. These, with the city's 35- by 105-foot Dimond Pool constructed by the Lions Club in 1929 as "a gift to the children of Oakland," now provide that city with one pool for every 64,100 residents.

The new pool and bathhouse, located on the former basketball courts at Oakland High School, completes the building program authorized by the 1945 bond issue for pools adjacent to five city high schools.

In 1947, after a year's study with board of education officials as to locations, uses and designs, an architect was hired by the commission to draw plans for five nearly identical pools and bathhouses. It was mutually agreed that pools standardized as to size and design would be more desirable for instruction, inter-district and school competitions, and general swimming purposes.

Construction of four pools started in 1948, beginning with the Temescal and Fremont pools where sites were available immediately. Those, with the Castlemont and deFremery pools were completed before July of 1949. Release of critical materials for the fifth pool was authorized by NPA in January of 1953 and construction started after June 1.

The Oakland pool cost approximately $143,000 including the architect's fee. The other pools with mechanical equipment averaged $130,000. Any variance of these was the result of soil conditions and different water tables. All pools can be enclosed later if desired.

The Oakland, Temescal and Fremont pools are radiantly heated while Castlemont and deFremery pools use heat exchangers. All are top and under-water lighted with turfed areas beyond the concrete decks.

The Oakland pool has metal light reflectors rather than glass, a metal diving board and one-piece welded ladders on the walls. The eye bolts at the sides of the pool take care of safety ropes at the four- and five-foot depths. The pool has chlorinated rubber-base paint finish.

A cement-block wall acts as a windbreak at one side of the pool deck and space on the other side will take portable bleachers to accommodate some six hundred.

The one story bathhouse has two wings as dressing areas. These join at a central hall in which are located the cashier's stand and rows of racks for the new Sun Air plastic clothes bags. Valuables can be readily placed in the floor safe. An adjoining section will be used for first aid and as a dressing-shower room for life guards. The bathhouse has been designed to keep operating personnel needed at a minimum.

The three thousand square-foot bathhouse is of poured concrete. Interior floors are of concrete, and room dividers as well as shower and toilet partitions are of steel. Clear glass is used only in the main entry door and in the behind-the-counter door. Foot baths have been eliminated although they are used at the other pools. Dressing rooms are heated and have tiled wainscoting. Shower rooms, and hallways too, are tiled.

To provide more ventilation, wire mesh rather than plate glass is used at the filter-room openings. The sanitary system has a vacuum type chlorinator, a pressure type and filter, an eight-hour water circulation cycle and a chemical feeder tank with water circulating through lump alum and soda ash for a balanced system. The pool is equipped with a modern re-circulation and skimmer system to eliminate excessive use of make-up water for scum riddance.

A commendable agreement has been worked out between the commission and the school board as to jurisdictions, policies, operation and maintenance of all pools. During the June-through-September vacation, the commission operates the pools in a three-way program—free "Learn to Swim" classes for children and adults, a series of water shows, pageants and exhibitions, and recreational swimming for

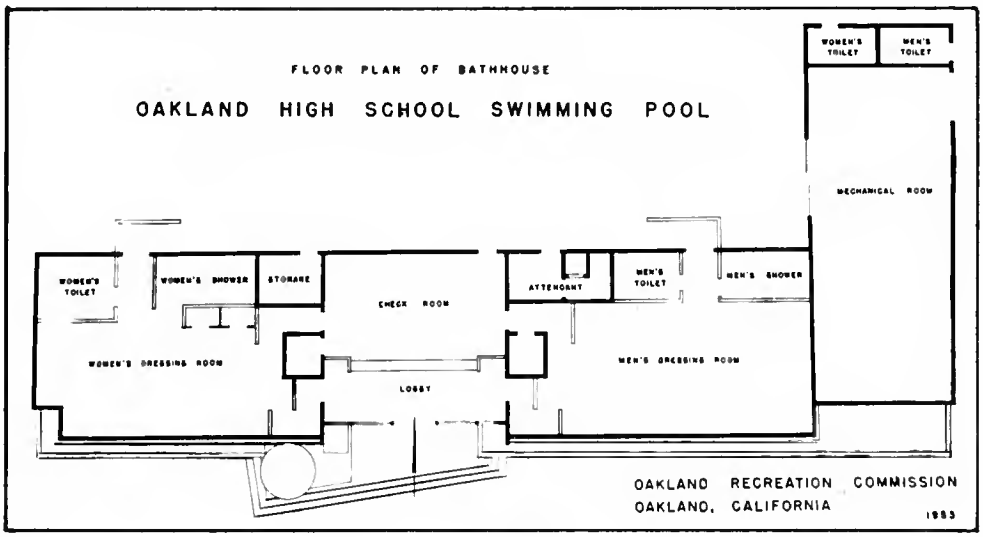
MRS. FLORENCE BIRKHEAD, *the author, is the director of publicity in the Oakland Recreation Department, California.*

young and old. The public schools use the pools on weekdays during the academic year for physical education classes and other school programs and furnish instructors, attendants and equipment.

During 1952, more than a quarter-million swims were recorded at the five pools (four bond issue pools and Dimond Pool) and 4,210 boys and girls had free swimming instruction in the summer. It is expected that 40,000 to 50,000 additional swims will be enjoyed at the new Oakland pool during the 1954 summer.

Not to be excluded from the story on Oakland's pools is the twenty- by forty-five-foot Camp Chabot pool designed for the young fry and opened a year ago. The pool is by far the most popular feature at this camp for children who are not going away to summer camps. Four natural mountain pools—at Tuolumne and Feather River family camps, at Kamp Kidd for boys, and at Camp Sierra for girls—all come under the jurisdiction of the recreation department, whose superintendent is J. M. Ver Lee.

The commission has been host to both the Far Western AAU Women's Synchronized Swim Championships and the Jr. Olympics AAU Synchronized Championships. Exhibitions and water shows are held at all pools during the Fourth of July period as a part of the city's two- to three-day celebration. Graduation days for youngsters in the "Swim to Live" program, the "Young Mr. Oakland" contest, yearly city swim contests in cooperation with the Junior Chamber of Commerce, and special demonstrations for parents in simple rescue methods, are but some of the activities drawing maximum attendance.



Aids for a Pool Budget

A new refreshment stand, operated by the recreation deparment, at the Municipal Swimming Pool in Santa Rosa, California, is expected to earn enough revenue to cut at least a third of the operational costs paid each year from city funds.

The stand serves a non-carbonated orange drink, "sno-cones" (shaved ice flavored with fruit syrup and served in a cone-shaped paper cup), hot dogs, candy bars, popcorn and coffee. All drinks are served in paper cups as a sanitary precaution, and to guard against danger of broken glass on the premises. (Bottles of sun tan lotion are also excluded for the same reason.) Use of paper cups also reduces operating costs by eliminating dish washing.

Another new feature at the pool is the portable steel bleacher, which accommodates approximately one hundred spectators. Erected primarily for the comfort of mothers who bring children to swimming classes, they may prove a source of revenue by providing spectator accommodations for water shows and swim meets.

The space for bleachers and refreshment stand was made available by tearing down a number of lockers that were no longer needed after the introduction of a basket-checking system for swimmers' clothes. Swimmers now change clothes in the individual locker booths, place their clothes in a basket and check them at a central spot. Attendants estimate that, with this system, half as many lockers accommodate three times as many swimmers.

In the few months that the pool has been operating with its recent innovations, comments, without exception, have been favorable. Parents appreciate a seat—and refreshments—while they wait. Swimmers and instructors appreciate having a well-defined spectator area that frees walkways around the rest of the pool for swimmer's use only. And pool personnel, who have responsibility for cleanliness, appreciate having a confined area for wearing "street shoes" and for eating.

The entire cost of the new spectator area, including construction of a new wall, bleachers and refreshment stand equipment, was $1,600. It is estimated that refreshment stand returns will pay for this within a few months.

There's a new paint job, too. The pool has been painted a pastel green in place of white (reducing glare) and the formerly battleship-gray walls and locker area have been changed to coral with green accents.

All in all, the Santa Rosa Recreation Department can take great credit for using the pool to give much to many—and for being alert to ways to improve its use and accommodations—while cutting the cost of city support.

Make your community center beautiful with spring flowers for the Easter season. These might be provided, or at least arranged, by one or several of your community center groups. Let your bulletin board suggest, through pictures, quotations, poetry and so on, the deeper meaning of the season. Notices of the many special church services in the community should be posted. Your center should cooperate with and participate in Easter pageants or plays given by the churches or schools if you have not planned one of your own; and be sure to urge your group to attend the sunrise services.

Pet Service Project for April

At this time of year, spring housecleaning time faces every homemaker with the annual headache of deciding which winter clothes to keep and which to throw away. Why not propose that one of your community center groups—or perhaps all groups—remind her that her family's discarded clothing and blankets are urgently needed by children in other parts of the world? Write to Harold Whitford, American Relief for Korea, 67 West 44th Street, New York City, for instructions as to what and where to send packages.

Put On Your Easter Bonnet

Have you considered a tea and style show à la spring as a special activity for your girls' and women's program? Local stores may be glad to cooperate with you on this. Girls might model their own spring clothes; or it could be a culmination of their sewing or millinery projects; or the products of local merchants can be modeled in a cooperative enterprize. (See "Spring Hat Parade," by Terry Rose, page 238.)

Craft groups might construct an appropriate setting—perhaps an arbor, gate or trellis wound with vines or flowers. A background of spring music should be provided during the showing. The following songs might be sung softly by a trio or duet: "A Pretty Girl is Like a Melody"; "Easter Bonnet"; "Alice Blue Gown"; "Girl of My Dreams"; "Moonlight Serenade," and the like.

For changes of pace, the style showing could be interspersed with the performance of songs and dances from other countries and a showing of the native costumes.

At Your Easter Party

The Easter bonnet theme can be carried out in your parties, too. Set up a table of "makings"—colored crepe paper, cardboard, doilies, flowers, vegetables, scraps, feathers and other odds and ends. Supply scissors, pins, paste, and turn your guests loose—with a time limit imposed upon their creative endeavors. Let each one make her own hat, or one for her partner. Provide prizes for the funniest, most beautiful, most original, most puzzling, and so on.

Easter Egg Contest*

Last year, in Honolulu, an Easter Egg contest was set up as follows:

Classes

1. Six-, seven- and eight-year-olds.
2. Nine-, ten- and eleven-year-olds.
3. Twelve- to fifteen-year-olds.
4. Those sixteen years and over.

Events

1. Eggs with decorative design. Awards for geometric design; stylized design: (a) undyed eggs, decorated with paint, inks, crayon and colored paper; (b) dyed eggs, decorated with paints, inks, crayon and colored paper; (c) eggs with batik type design; (d) eggs made of plaster, papier maché or wood.
2. Easter egg bonnets or egg heads.
3. Best chicken, rabbit or duck design on an egg.
4. Easter baskets and nests. All entries to be made by contestants, using native materials (may be dyed). Award for most attractive; most original.
5. Egg sizes (chicken). No age group. Awards for: longest, roundest, most lopsided, smallest.
6. Largest goose, duck or turkey egg (undyed).
7. Prettiest undyed egg (shape, color).

Awards

Only one ribbon for the best entry in each event, with exception of batik type which received first and second ribbon prizes for each age group.

Easter bunny door-prizes were given to a boy and a girl. Only youngsters under twelve years were eligible for these.

The playground having the most winners in all events was grand winner.

* From *Playground News*, the Playground Director's Association of Hawaii, 1951.

A "Mad Hatter's Tea Party"

Another spring party, a good one for teen-agers, which should be full of nonsense and "mad as a March hare." Everything topsy-turvy will give it a delirious touch. Enlarged into an *Alice in Wonderland Party*, the White Rabbit can be in charge of ceremonies. Girls dressed as Alice, boys as other characters from the book, can take in a series of adventures "down the rabbit hole," or in "Wonderland." Give your imagination free play, and tie in with the story wherever possible.

Winners of a playground amateur contest. Scheduling of musical activities was done in such a way that each neighborhood equally shared in their enjoyment.

NATIONAL MUSIC WEEK WILL BE OBSERVED MAY 2 TO 9 THIS YEAR. SEND TO NATIONAL MUSIC WEEK COMMITTEE, 315 FOURTH AVENUE, NEW YORK 10, NEW YORK, FOR PROGRAM SUGGESTIONS.

Cooperation-MUSIC

A STORY IN TWO PARTS

PART I—YOU and your COMMUNITY

by David M. Langkammer

Planning and organizing a recreation program in any community is "everybody's business." Seeking and securing the cooperation and assistance of every organization, agency, institution and neighboorhood is the paramount responsibility of every public recreation commission and its executive. Thus, the Altoona Park and Recreation Board, since its origin in 1949, has continued to extend and enlarge the scope of its community recreation program, on the basis of community cooperation. Therefore, it is to be expected that Altoona should have successful public recreattion programs, particularly in drama activities, art, athletics and music. We shall show, here, the manner in which our community music program got started and how it became a cooperative community enterprise.

MR. LANGKAMMER *is superintendent of recreation in Altoona, Pennsylvania.*

Early in 1949, at the outset of Altoona's public recreation program, the park and recreation board called together the leaders of all of the local music organizations, including the school music supervisors, who had set up an outstanding school instrumental program, and the officers of Local 564 of the American Federation of Musicians who, too, were anxious to set up a coordinated community program. The outcome of this meeting, and others that followed, was an expanded effort to increase public interest in community music by combining all the music forces of the city.

Ten outdoor band concerts, twelve block dances and a daily community sing program were the results of the first summer's efforts toward a planned music program. Necessary finances to cover the cost of instrumentation and supervision were provided initially by the local music union through the music performance trust fund of the phonograph industry. (A first-hand story by our local recording and trust fund director will conclude this article.) The budget of the park and recreation board now provides for payment of one-half of the costs.

The close association established at the outset of the Altoona recreation program in 1949 has continued and improved each year. The scheduling of music programs from the beginning was done in such a way that each neighborhood would have an opportunity to share equally in the joy and pleasure derived from outdoor concerts, dances and community singing. This type of scheduling has paid off splendidly, because more people in each neighborhood became interested in the musical opportunities provided in Altoona and wanted to have more opportunity to enjoy and participate in them. This response encouraged the park and recrea-

tion board to request additional funds for community music programs. The climax of our efforts came this past summer when plans got underway to conduct Altoona's first outdoor summer musical festival, scheduled at the Mansion Park Stadium on Wednesday evening, August 5. The response was most gratifying to the music committee, as many local music groups volunteered their help and support. It no longer became a question of what should be on the program, but rather to decide how best to arrange the various numbers and the placing of time limitations. The Local 564 of the American Federation of Musicians went to work and got together the large instrumentation necessary to supply the needed accompaniment for the various numbers and also included a thirty-piece concert band to start off the gala evening. An amateur contest carried on at the various city playgrounds created a great deal of advance interest and anticipation. All local radio stations, newspapers, and our local television station joined together to carry every piece of publicity we could possibly turn out. In fact, everything went well right up to dress rehearsal, scheduled for August 4, the night preceding the big event. It was to be the only opportunity to rehearse the six-hundred people participating in the program and to check the numbers, timing, sound equipment and lighting. The playground children had already rehearsed their part in the festival and the adult groups were preparing their costumes and make-up when it happened. Rain, rain and more rain tumbled on the festive scene at the Mansion Park Stadium that night, wetting most of the cast and certainly the enthusiasm of the committee which, at this point, had to decide "to go on with the show" the following evening without the satisfaction and assurance that could have been derived from that all important "dress rehearsal." This discouraging unexpectancy served only to increase the enthusiasm of the participants and interested public. Over 5,000 people came to see "Under the Stars," Altoona's first summer musical festival. To say that this first festival was all that is to be desired, and that everything was in "apple pie order," would be venturing too far from the truth. The lack of a dress rehearsal, coupled with the enthusiastic response of a large audience, accounted for unscheduled encores and far too many overtimes. However, the evening closed in the exuberance of the occasion as all joined their voices in "God Bless America."

We are all looking forward to this year's music festival with a great deal of expectancy. Committee members are now hoping to bring back to Altoona several home town boys and girls who have become national figures in the world of music, dancing and dramatics.

Every community can plan similar programs, not only in music but in every field of our national culture. The trained and skilled entertainers in every city are but waiting for your leadership. So, get on the "band wagon" in your community.

The few and simple properties used, and from whom they were secured, are listed below:

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Amplifier and microphones	Local dealer
Inter-field communications	School District
Pianos	Local dealer
Services:	*Secured from:*
Trucking and labor	Park and Recreation Board
Electrical	School District
Mansion Park Stadium and use of all facilities	School District

Most Unsual Features:

Three spotlighted stages
Match lighting ceremony
Mummers parade of playground children, around running track
Beautiful chorus and solo work.

Program

UNDER THE STARS

★ ★ ☆ ★ ★

8:00 P.M. August 5, 1953 — Mansion Park Stadium, Altoona, Pennsylvania
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American Federation of Musicians, Local 564, Concert Band
Courtesy, Music Performance Trust Fund—Ed. Honcomk, Local Chairman

"Star-Spangled Banner" — Audience
Words of Welcome — Paul R. Reynolds, Chairman, Park and Recreation Board
Mummers Parade and "Bunny Hop" — All City Playgrounds

STAGE I

Altoona Barbershop Quartet Society

STAGE II

Amateur Winners	Playgrounds
Lee Williams, tap dancer	Geesey Woods
Gary and Cheryl Coleman, vocal duet	Miller
Arthur Musto and Jerry Mahoney, ventriloquist	Valley View
Mary Ann Conrad, dancer	Prospect
Louise Caporuscio, accordionist	Penn

STAGE III

Progressive Two-Step — Altoona Square and Folk Dance Club, Bill Martz, Director
"Going Down South"—Square Dance

STAGE II

Theme Song — Kiwanis Choir
Victor Herbert selections
Sigmund Romberg selections

STAGE III

Baton Twirling Exhibition — The Jenniettes

STAGE III

Dance Band, American Federation of Musicians Local 564 — Loy Appleman, Director

INTERMISSION

Match Lighting Ceremony

STAGE III

"Down in the Valley"—Folk Opera by Kurt Weil — Altoona Choral Society and Altoona Community Theatre

"God Bless America" — Entire Assembly, accompanied by Concert Band

American Federation of Musicians, Local 564, band rehearsing for music festival.

PART II—YOU and your MUSICIANS LOCAL UNION

by Edward Hancock

About four years ago the project director of Local 564 AFM, Altoona, Pennsylvania, met with the superintendent of the park and recreation board, and as the result of that meeting the ground work was laid for the first musical program for the summer activities at the different playgrounds around the city of Altoona. The burden of expense for these first programs was borne by the recording and trust fund of AFM, and they consisted of block dances held at different points in the city. After studying the results of these first projects, the park and recreation board was able to set aside funds in the next year's budget to help to defray the expenses of them. There is now a working agreement between the project director of Local 564 and the park and recreation board whereby, for each project that is financed by the recording and trust fund, the park and recreation board pays for an equal project. Local 564 has been very active in their use of the funds which are made available to them by the trust fund. They have supplied music and entertainment to Cresson Sanitorium, Cresson, Pennsylvania; Pennsylvania state hospital for the mental; the veterans' hospital in Altoona; the Pennsylvania state institution at Huntingdon; Girl Scouts; YMCA, and any other worthwhile civic project which the project director feels comes under the ruling of the trust fund. This year the program with the park and recreation board was expanded to include a music festival at Mansion Park, which proved to be a success and no doubt will be repeated again this year. Any information relative to the music performance trust fund can be obtained by contacting the secretary of any musicians' local in your vicinity. This is a nationwide fund, and with recreation coming under the heading of civic projects, there should be no trouble in obtaining cooperation from any local.

MR. HANCOCK *is recording and trust fund project director of AFM Local 564, Altoona.*

Policies of the Trust Fund

1. In each community the opportunities to contribute free music in the public interest are different. The experience of the recording and transcription fund of the AFM demonstrates that no uniform rule can be imposed, and that in each locality local conditions are best understood by local residents.

2. It is clear that the American and Canadian people appreciate the part music can play in the lives of their communities, whether as an educational influence, as a medium of entertainment, or an integral part of public events and celebrations. All these are part of the national culture.

3. While it is a fact that the incentive for the trust agreements was the desire to create employment for live musicians, nevertheless, the emphasis must at all times be on quality of performance, on rendering a service to the public, and on making a contribution to the cause of music in all its forms as a part of the national culture.

4. Owing to the comparatively small sums available from the trust fund in most of the defined areas, it is believed desirable in such instances that most of the sum allocated be used in a few projects that will receive public recognition rather than being spread too thin.

5. Typical projects the trustee would favor are performances at schools, hospitals, parks, playgrounds, public ceremonies and performances of music of special artistic significance.

6. In all areas efforts should be made to enlist the aid of co-sponsors, to absorb the incidental expenses of performances, and, where possible, to provide at their cost additional or supplemental performances beyond those provided by the trust fund.

7. Special effort should be made to interest a local newspaper as co-sponsor, wherever possible, in order to benefit both the press and the public by increasing public knowledge of the contributions made by the trust fund. In all instances efforts should be made locally to obtain fair mention from the press for the trust fund and its projects.

Baker Playground, one of several participating, practices the "bunny hop."

8. Effort should be made wherever possible to interest the municipal or other local authorities as co-sponsors for recreational, educational, community or patriotic projects.

9. Effort should be made to obtain cooperation from the local school authorities for presenting music in the schools in all areas where the school music program can be so supplemented.

10. No admission fees may be charged at any performance so arranged.

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Altoona Barbershop Quartet Society

STAGE II

	Playgrounds
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STAGE III

Progressive Two-Step — Altoona Square and Folk Dance Club, Bill Martz, Director
"Going Down South"—Square Dance

STAGE II

Theme Song — Kiwanis Choir
Victor Herbert selections
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STAGE III

Baton Twirling Exhibition — The Jenniettes

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Dance Band, American Federation of Musicians Local 564 — Loy Appleman, Director

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Match Lighting Ceremony

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MR. HANCOCK *is recording and trust fund project director of AFM Local 564, Altoona.*

Policies of the Trust Fund

1. In each community the opportunities to contribute free music in the public interest are different. The experience of the recording and transcription fund of the AFM demonstrates that no uniform rule can be imposed, and that in each locality local conditions are best understood by local residents.

2. It is clear that the American and Canadian people appreciate the part music can play in the lives of their communities, whether as an educational influence, as a medium of entertainment, or an integral part of public events and celebrations. All these are part of the national culture.

3. While it is a fact that the incentive for the trust agreements was the desire to create employment for live musicians, nevertheless, the emphasis must at all times be on quality of performance, on rendering a service to the public, and on making a contribution to the cause of music in all its forms as a part of the national culture.

4. Owing to the comparatively small sums available from the trust fund in most of the defined areas, it is believed desirable in such instances that most of the sum allocated be used in a few projects that will receive public recognition rather than being spread too thin.

5. Typical projects the trustee would favor are performances at schools, hospitals, parks, playgrounds, public ceremonies and performances of music of special artistic significance.

6. In all areas efforts should be made to enlist the aid of co-sponsors, to absorb the incidental expenses of performances, and, where possible, to provide at their cost additional or supplemental performances beyond those provided by the trust fund.

7. Special effort should be made to interest a local newspaper as co-sponsor, wherever possible, in order to benefit both the press and the public by increasing public knowledge of the contributions made by the trust fund. In all instances efforts should be made locally to obtain fair mention from the press for the trust fund and its projects.

Baker Playground, one of several participating, practices the "bunny hop."

8. Effort should be made wherever possible to interest the municipal or other local authorities as co-sponsors for recreational, educational, community or patriotic projects.

9. Effort should be made to obtain cooperation from the local school authorities for presenting music in the schools in all areas where the school music program can be so supplemented.

10. No admission fees may be charged at any performance so arranged.

A big-city plan which could be simplified for small communities.

Our Spring Ha

SEVEN YEARS AGO this spring, the publicity department and artcrafts section of the recreation department promoted the first "Spring Hat Parade" to be held in the Chicago Park District. Until that time, we had included hat making as an incidental part of our artcrafts program but we never really made it what one would call a big promotional event. Mr. Heuchling, then the head of our publicity department, had a great deal of enthusiasm and was simply carried away with the idea, and I was equally enthusiastic. I, therefore, certainly bit off more than I had any right to chew.

That first year, seven artcrafts instructors took part, with groups in fifteen parks. Mr. Heuchling solicited the interest of the fashion editors of the city newspapers, and they all agreed to take an active part in our plan. They formed the Spring Hat Parade Committee along with a representative of the fashion industries and of Warner Brothers Studios. Special business stationery was printed with the names of the members of the committee listed, and a breakfast meeting to arrange plans was held toward the end of January. A meeting of the instructors followed, and equipment—such as hat blocks, hat streamers and special mirrors—was ordered with caution. We really did not know how many women would avail themselves of this phase of our artcrafts program.

The first meeting to which the public was invited was held early in February in the People's Gas Light and Coke Company's large auditorium. This was purely a promotional meeting; and we chose this location because it was in the center of the downtown shopping area and would be convenient for women from all over the city. At this meeting, printed folders were distributed on which were listed the parks where millinery was taught. We had released a great deal of publicity. The fashion editors were introduced, a exclusive hat designers talked and created hats on their o fashion models. We were amazed at the response. Tho sands of women came. We hardly knew where to put the and I was quaking in my shoes because suddenly I realiz that I had to M.C. the program—and until that time, I h never had any M.C. training or experience. Somehow, had not expected so many people, but we had such go speakers and the fashion editors added so much prestige th I am sure it was a successful meeting. Soon afterwards, of the park millinery classes became beehives of hat makir and from then until the end of March, hundreds and hu dreds of hats were made by neighborhood women.

Just before Easter that first year, two semi-final sho were held. These were located as centrally as possible in t Chicago Park District so as to best accommodate the grou from the various parks. These events were competitio Prominent milliners selected the hats which were to appe at the final hat parade to be held in the Grand Ballroom the Drake Hotel. They were judged for: general impressio design of hat in relation to individual; color of hat in re tion to coloring of individual; workmanship.

Publicity always seems to be better when there is com tition and when prizes are involved.

Tickets were distributed through the park millin groups, for otherwise we would not have been able to cont the crowds. At these semi-final parades, mention was ma of the prizes to be given at the final parade—to be held j before Easter.

The publicity was fabulous. One can accomplish so ma things in a large city like Chicago where every possi facility is at hand. Through the young woman from Warr Brothers who was on our committee, we had pictures movie stars modeling hats made in the parks—and one mo star gave one of her own hats as a prize. The newspap

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MISS ALICE BEYER *is the artcraft supervisor for the Recreation Division of the Chicago Park District in Illinois.*

(Left) Although hat making is an adult project, little girls were interested. Classes became hives of activity.

(Below) Fashion advice, by experts, included advice on the relation of the hat to the shape of head and face.

Parade

Alice Beyer

oved it all because it was the first event of its kind ever to be held and, consequently, it made good news. The dealers n hat making materials of course, were eager to cooperate, nd even hat manufacturers donated hats for prizes, saying hat any cause which made women more hat conscious indirectly brought business to them.

The final hat parade was held on the last day of March. Tickets were also issued for this event. The fashion editors nd other members of the committee were the judges. The irst prize was dinner for six at the famous Camellia House, nd then there were twenty-five other prizes donated by local nerchants. Did you ever try to get eight women judges to agree on who should get twenty-five prizes? Well, don't ry it!

The affair would have compared favorably with any big ity fashion show. Everyone was soft voiced and very, very ancy, and the hotel cooperated in every way by donating heir beautiful Grand Ballroom and by contributing prizes.

Soon after this first Spring Hat Parade, I began to realize ome of our mistakes. In the first place, I firmly believe now hat we were defeating our purpose of recreation by including competition with prizes. In the second place, in asking he women to model their hats along a runway, we were unconsciously excluding so many larger, older women who hought they did not have clothes that were fashionable nough to apear before the public.

We know that women are interested in hats, especially fter the Christmas holidays and certainly when there is a oft, sunny day, even if it is a false indication of spring. A estlessness starts and there is a meaningful urge for something new and flattering. Women are tired of their darker, drabber hats and we feel that it is the psychological time to tart our hat program.

Now, six years and a lot of experience later, we had twenty-wo instructors and thirty parks represented in our final hat parade last spring. We started our program late in January and continued our classes almost until Easter. Then each park carrying on a millinery program had what we called a local hat show, which was more like a large get-together or party. The members of the classes brought coffee, cakes and cookies and invited their friends. Every woman in the group showed or modeled the hats she had made and the group selected three hats to represent their park at the large city-wide final hat parade. The classifications selected were: The Low Cost Hat; The Entirely Made Over Hat; The Completely New Hat.

The final hat show is now scheduled after Easter at the request of the women taking part in this program. It is held at a downtown hotel so as to be convenient to all parts of the city. We print tickets and they are distributed through the millinery groups. Of course, there is no charge for the use of millinery equipment, for instruction, nor for attending the Spring Hat Parades. We merely have printed tickets to remind the women of the date and the place and the time —and we feel that they give a little advertising to the hotel. Each hotel where we have held this event has given us the best room and all of its facilities free of charge.

We designed and had made in our shops what we call a hat screen. It is a large three-panel affair, the center panel has three windows cut into it showing the models up to their waist lines. This does away with a certain amount of self-consciousness. Each window is marked with the classification of the hat shown.

The windows are lighted with tubular lights so as to give

the most flattering light to the women's faces. Each instructor does the commentating for her own group of hats.

Prizes are now used as door prizes so that each woman taking part has an equal chance of winning one.

Last spring, we showed ninety hats and had a guest speaker from Bonwit Teller who talked on fashion trends; and, even with the choosing of the numbers for the door prizes, our program took just under two hours—approximately from two until four o'clock in the afternoon.

The hotel, which was the Palmer House this year, provided its most elaborate room with a well-equipped dressing room and an entrance vestibule for the newspaper reporters. Next year, we will have the hotel serve fruit punch and wafers. It will be our only expense and we feel that the event warrants this comparatively small expenditure.

Last fall, we gave another in-training millinery institute for our artcrafts instructors. They want to keep up with the latest techniques and trends. We have never, to my knowledge, had any feeling of competition from the department stores. In fact, two department stores have put in large departments of millinery materials and trimmings as a result of our publicity.

We feel that this is one of the most successful parts of our artcrafts program for women. As long as there are women and changes in seasons and fashions, we will have hats and as we say each spring to the women attending our Spring Hat Parades: "Hold your head proudly erect in a hat that you have made."

GIANT Egg Hunt

The best way in the world to keep people conscious of the activities of a recreation department is by staging new and different events just as often as possible. This is the belief of John J. McGurk, superintendent of the department of recreation in Salt Lake City. Last year, he came up with another new and novel promotion as an Easter special.

The event was a mammoth Easter egg hunt at one of the city parks. Before the event was completed, everybody in Salt Lake City was made aware of this recreation department activity and a large percentage of the families participated.

Mr. McGurk started by soliciting the help of Utah's largest egg-producing company, the Utah Poultry and Farmers Cooperative, an organization of 6,000 Utah farmers and poultrymen. The co-op readily agreed to provide the eggs and co-sponsor the hunt.

The job of cooking and coloring the eggs provided a wonderful participation program for the various boys' and girls' clubs of the city. Leaders of the six clubs were given assignments for boiling the eggs, coloring them and helping direct the hunt for the younger children.

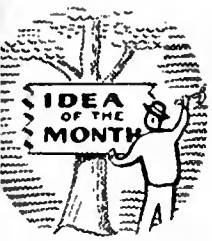
The hunt was restricted to children of ten years old and younger, divided into four groups to give everyone a chance. A "tiny-tot" area was set up for youngsters of four years and under. Another area was established for the five- and six-year-old group; a third area for boys and girls in the seven- and eight-year-old range; and a fourth hunting area for the nine- and ten-year-olds.

All boys and girls were assembled at the big bandstand at Liberty Park for instructions, and while these instructions were being given out, the recreation department workers and the leaders of the boys' and girls' clubs hid the eggs. Motorcycle policemen helped to keep stray children from wandering into the "hunt" areas. A dozen older boys and girls were dressed in rabbit costumes to add a festive touch to the occasion. A huge gong was sounded to open the search; and more than 4,000 youngsters were in on the rush, while hundreds of parents stood by to see the fun. Just to make sure that none of the youngsters were disappointed, candy Easter eggs were distributed.

The boys and girls, in each of the divisions, who found the most eggs were rounded up by directors; and everyone re-assembled at the bandstand. Here a fast-moving Easter program, arranged by Maxine Leigh, supervisor of girls' activities for the city recreation department, was presented and fifty winners of the hunt were awarded bunny dolls.

Uncle Roscoe, Salt Lake City's television character most popular with the children, played an important part in the success of the hunt.. He extended an invitation to the hunt over KSL-TV for a whole week, and then came out personally to draw pictures and entertain the children at the big event. The Salt Lake City television stations, radio stations and newspapers also cooperated splendidly.

The tremendous success of the Easter Hunt convinced everyone that the event should be made an annual event.



Pre-Schoolers on Playgrounds

Lately have you noticed the ever-increasing small-child ppulation? Are you taking it into account in planning your ayground program? Or will the small fry wander around, etting in the way of the other youngsters? Or will you lve the problem by herding them into the small-apparatus ea? OR—will you take a deep breath and remember that e-schoolers are people and as much entitled to public tax nds as any other age-group?

THIS IS PARTICULARLY important and necessary if the playground is in or near a housing project, or a military ost, or any neighborhood full of young married couples. ake a census of the playground neighborhood and gear our program accordingly. Assign adequate leaders on that asis, too. A well-qualified athletic leader may be much more eful on a playground where the playground population is ade up of older youngsters. A leader with pre-school exerience can build up a fine program that will give real serve to a neighborhood full of below-school-age children.

So select your summer staff to meet all special needs. We on't buy children's clothing, or books, or toys without nowing the age of the children. Don't plan the same proram for this year that was suitable ten years ago. There've een some changes made! Small fry have invaded the playround.

The city of Miami, Florida, runs seventeen year-round re-school playground programs and is planning to open vo more. Its organization and set-up may not be the type ou think best for your community, but it's worthwhile nowing what others do before you make your own plans. ere's the set-up in Miami:

egistration and Enrollment

Birth certificates are required. Children enrolled must each their fifth birthday by January first of the year follow-g their registration. All must be registered on registration ay; and each class is limited to twenty-five children.

Mentally or physically handicapped children are not enolled. These cases are referred to the supervisor's office.

ees and Hours

All working material, such as crayons, paper, paste, and o on, is furnished but each child must bring a small chair.

School hours are from 9:30 A.M. to 12:15 P.M. Parents re asked not to bring or send their children before 9:15 .M.; and all children must leave playground by 12:30 P.M.

Public school holidays are followed. If for any other eason school will be closed, notes are sent home to parents n advance.

During inclement weather (rain or cold) schedule is postoned to the following day.

The daily attendance of a child is important. If he is absent from school more than five days, and the supervisor has not been notified as to the reason, he is dropped. It is requested that the playground supervisor be notified if a child has mumps, measles, or any other illness.

Lunches and Transportation

Recess is between 10:30 and 11:00 A.M. The children bring their own lunches, plainly marked on the outside, which contain cookies, or fruit (prepared so they may eat it without the assistance of the teacher), or a sandwich—but no liquids, candy, chocolate covered cookies.

No transportation to and from school is furnished by the recreation division; and the city assumes no responsibility for transportation arrangements made by parents.

Parties

Birthday refreshments may be served by parents who wish to make arrangements with the playground supervisor; however, no birthday gifts may be brought to these parties.

A committee of mothers, appointed at the beginning of the school term by the supervisor, is responsible for holiday parties (Valentine's Day, Easter, and so on).

Activities

Rhythms—Singing, games, rhythm band, folk dances.

Story Hour—Stories read or told by teacher; stories told by child; records.

Dramatics—Children act out stories; pantomime.

Arts and Crafts—Drawing (free hand, coloring or stenciling); finger painting; sand painting; spatter painting; simple crafts.

Sand Table Projects—These are natural play for all tots. Children build scenes in the sand. (See "Sandcraft," page 115, May 1953 issue of RECREATION.)

Trips—To: fire station; Crandon Park Zoo; library, public school, first grade; Junior League Museum; airport. Transportation is furnished by the recreation division.

Book Table Projects—Children are encouraged to share their books by bringing them for special projects.

Showing Time—Children bring personal treasures, such as new toys, tadpoles, shells or other articles, and show them.

Telling Time—A child tells about anything he has seen or heard which might be of interest to the group.

Rest Period—No mats are necessary; child rests by sitting quietly in his chair.

Free Play—Children play games organized by themselves, or play on apparatus.

Reading Readiness—Activities are provided which will: give child a background of common experience; develop memory and attention span; teach child to identify colors, to identify pictures or words unlike others in a given line, to work from left to right; develop oral language.

How To Do It! by Frank A. Staples

Book for Nature Prints or Pictures.

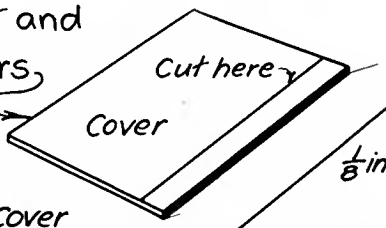
Materials Needed

Plywood or heavy cardboard, cord, paper, leather, small brads.

Tools Needed

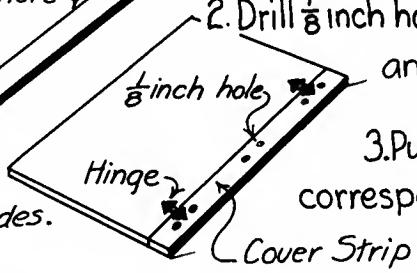
Saw, scissors, drill, paper punch, hammer.

1. Cut front and back covers.

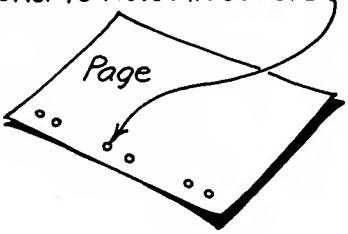


NOTE: Cover should be $\frac{1}{8}$ inch larger than page on all sides.

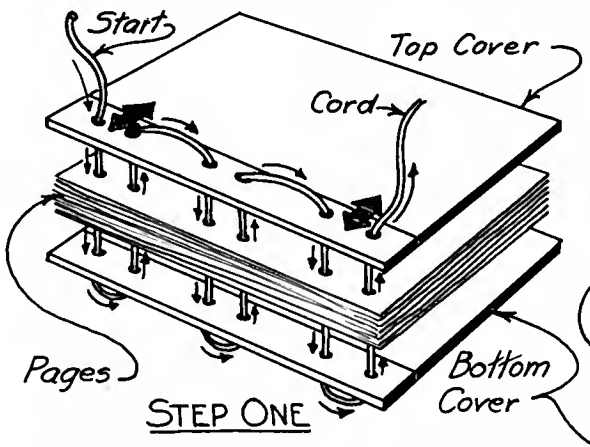
2. Drill $\frac{1}{8}$ inch holes in both cover strips and attach hinges.

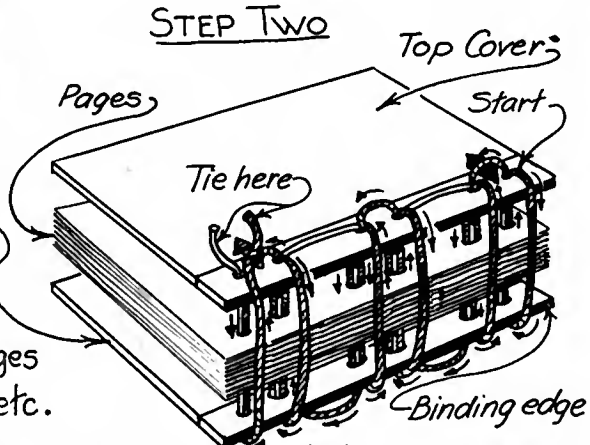


3. Punch holes in pages to correspond to holes in covers.



4. Lace covers and pages together.





Step One: Lace down thru cover, pages and cover – then up thru next hole, etc.

Step Two: Loop around binding edge and lace up thru same hole cord came out of – then lace down thru next hole and loop around edge and again down thru same hole – then lace up thru next hole and loop around edge etc. Tie ends.

Digitized by Microsoft®

Easter in Charlottesville

Easter Party

NE of the most successful activities in our department is the annual Easter party for oldsters. We furnish and prepare ie dyes needed for egg coloring and guests bring their own eggs already ed. For those who cannot bring , we have enough on hand and the e fortunate ones, too, are always y to share theirs. Beforehand we hundreds of candy eggs through- he gymnasium for a "hunt." Among e are a gold-wrapped, and a silver- ped egg—the lucky eggs for which ze is given, in addition to a prize for erson finding the largest number.

is always a good idea to vary a ram or party from time to time to re its popularity. About two years we decided to do a little more than dye eggs and hunt them. We ght it might be fun to dress them -and so it was done! Several weeks re the party we began saving small of pretty materials, such as ribbon, velvet, old flowers, pieces of veil- brightly colored beads and buttons, le tops, acorns and many other arti- too numerous to mention. Before guests arrived, we placed tables in gym and all the materials, dyes, ts, and so on, were put in special es so that everyone could work un- pered. As the folks arrived with r eggs, we took them to the tables explained what they were to do. id howls of laughter, protests, and a it deal of reluctance, the fun really ted. Each person was to paint a face an egg and then dress it any way he she desired. (Several eggs, gaily ssed, and quite a few pictures were display to give ideas.) For those felt that they could not draw or it, some member of our staff gladly ed. Before the afternoon ended we some creations which might cer- ly have been dreamed up by an expert fashion designer. All sorts—from frilly dressed flappers to clowns—were on display.

After the fancy eggs were completed, the guests began to dye the remaining eggs. We noticed one little man, a retired physician, off by himself and still quite busy. On checking as to why he wasn't dyeing any eggs, he told us that he could dye eggs at home any time but he couldn't always have this kind of fun. And then we saw his masterpieces—six pure white eggs with not a trace of color, only black eyes and eyebrows and little tufts of yarn on the sharper end for hair. Buttons, acorns and coca-cola tops adorned the heads for hats. To us they looked rather anemic with no bright color, but he was simply delighted.

The biggest thrill came when one little old lady who never joined in anything because, as she always told us, "she'd had no learning" won first prize for the most attractive egg. After muttering to herself and protesting quite a bit, she had painstakingly worked all through the party to finally achieve her success.

This activity was so much fun that guests asked if we would do the same thing again, and started making plans for the things they would bring from home to use next time.

As a happy ending, each member was given a nice basket by the recreation department, and the hunt began. Some of these baskets were taken by the members to their grandchildren, some to friends who were shut-ins, some to children who might not be fortunate enough to have a basket on Easter, and some were kept as souvenirs of "one of the best times we've ever had."—Mrs. Viola B. Sheffield, *center director.*

Cooperative Easter Egg Hunt

Our city of Charlottesville, Virginia, can be justly proud when egg rolling time comes around. It is an affair that is not only of interest to the recreation department but to everyone in the city.

This project was started four years ago, sponsored by the WCHV broadcasting station and the Peoples National Bank. The hunt takes place the Saturday before Easter at Washington Park each year. The WCHV staff and the recreation staff hide the eggs. Some eggs are numbered; and every child finding one receives a prize.

The prizes for 1953 were as follows: a cake from Gleason's Bakery; a toy rabbit from Wiley-Tilman Incorporated; a baseball from the Downton Athletic Store; twenty free passes from the Paramount Theatre; twenty certificates for comic books from the City News Store; one certificate for a pair of shoes from Waddell's Shoe Store; and a certificate for a book from the New Dominion Book Shop; also, savings accounts from the Peoples National Bank, one for $20.00, one for $10.00, three for $5.00, and six for $2.50.

Attendance at this affair is enormous, ranging from eight hundred to one thousand persons. Adults as well as children enter into its jovial spirit and help to make it a grand success. The hunt starts at two in the afternoon and continues until dark.

It is a wonderful idea and a fine worthwhile job when the people in a community—businessmen, professionals, laymen, housewives and children—make Easter egg hunting a cooperative frolic enjoyed by all—Miss Fredina Payne, *play leader, Washington Park Negro Play Center.*

HOT ROD Conversion

Bill Andrews

This story, although fiction, could actually become a true story for many communities faced with similar problems.

THE DAY AFTER I got back from the National Safety Congress, the plant protection chief came to my office and brought the chief of our city police with him. They both looked worried.

The city man said, "This is going to be a tough season, unless we get smart."

I asked him what he meant. "The kids," he said. "I've been on the force here twenty years and I've seen 'em in good and bad years. This is going to be a bad one. The Halloween vandalism is starting early, and it's nastier than usual. There have been some hoses and bike tires slashed. Three false fire alarms last week. And some of the window decorating isn't soap, but paint, and some of it's obscene."

Our plant chief nodded. "We've caught some of it on the West shop where it fronts on Elm Avenue. And the barbed wire on top of the yard fence has been cut. We don't know whether the kids stole anything but they got over Wednesday night and must have done some prowling around."

I saw, then, why I figured in the picture. I've always drummed into the heads of the men on the protection force the idea that a kid trespasser was a potential accident and that for their protection as well as our own we had to keep them off the property. Especially off the yard, where the piled material is a hazard, and where the railroad tracks are within a few steps walk.

I turned to the city police chief, "Have you any ideas about what we can do?"

He looked worried. "Not any that I think are very good. I've been making the Coke Shop and the City Drug after school, trying to do some missionary work. The kids who'll listen to me probably aren't the troublemakers, and those I had trouble with before just don't pay any attention except to laugh at me after I leave. The service clubs are figuring on their annual parties on Halloween, but they don't stop this early stuff."

I said I'd see what I could do, and we left it at that.

A couple of nights later we had my assistant, Harry Dexter, and his wife to dinner. Sue mentioned that some paint had been smeared on a neighbor's porch the night before. That brought up the whole problem and we talked about it.

Suddenly, Harry said, "I've got a hunch."

"What?" I asked.

"Remember, I made a speech at the high school about fire prevention in October. There was a kid there, Johnny Last, he's something on the student council. Anyway, after the meeting he buttonholed me. He's planning on an engineering education, and he pumped me pretty hard about the possibilities in safety work. There might be an angle there."

So, the next day, Harry and I went up to see the high school principal. He, was disturbed about the vandalism, he wasn't sure how he could help I told him we wanted to try a const tive, not a punitive approach, and as whether we could get Johnny Last leased from classes that afternoon come to the plant. I asked the pri pal to say nothing about the vandali and he agreed. "But I doubt if Joh will be much help. He's not the t to get mixed up in this sort of thi and he isn't any tattletale, either."

That afternoon, when Johnny cam my office, I talked about his interes safety work, and Harry took h around and showed him how we wo The yard was part of the tour, and, urally, the question of the hazard trespassing came up.

When they got back to my offic laid out for Johnny the advantages disadvantages of safety engineering a career, and suggested that he just c centrate on his studies now, and at T to get the best general preparation engineering, leaving the question of specialty for later decision. He as some intelligent questions, and the went well.

As gently as I could I brought up question of the trespassing, and vand ism in general. Johnny shrugged, "Y know how it is. Some kids get cra I've got some ideas on who it is, you can't expect me to tell the auth ties."

"Not even to protect them from

Reprinted with permission from *Safety News*, November 1953.

ting hurt or getting into trouble?"

"No, not even for that. Look, I don't pretend to be a bright guy who knows all the answers, but I read a book once in a while. You don't stop this kind of thing with a lecture. There's something back of it and you have to know what. And you have to do something about it. The police can threaten, and the principal can jaw, and maybe even the student council can pass a resolution, and so what. The little minority of trouble-makers just get a kick out of knowing they've stirred up a stink, and they go right on with it."

"So, what can we do to find out what's back of it?" I asked.

Johnny had an answer to that one. "We need a youth center in this town. A good one. Not just a hole in the wall with a coke machine and a juke box. But a place the gang can run—with books, and maybe a hobby shop, and a projector. We've been trying to get this town to give the kids a better hangout for a long time—better than the pool room and Mike's filling station."

"Mike's?" I asked.

Johnny was a little flustered. "Oh, I just said that. Some of the hot-rodders hang around there. Forget it."

After Johnny left, I called our truck maintenance chief. Yes, he'd missed some parts. Nothing much, but some tools and spark plugs and the like, stuff that had been around a repair job in the yard the last week.

So, from then on, Harry started buying his gas at Mike's. The place was a hot-rod hangout, all right. Afternoons and early evenings, the kids were around talking motors and girls and so forth.

I rather suspect that the Jackson-Barnes Corporation safety department is the first such department to buy a hot-rod racing car. We did, even though the requisition caused some eyebrow raising in the plant. Harry bought it for fifty dollars from a kid at Mike's. It was a purple and yellow, fenderless job with a motor that was supposed to be souped up, but which had developed lumbago of the generator complicated by tuberculosis of the carburetor. The brakes were out of whack, and a sudden stop produced most remarkable skids.

Harry brought it back to Mike's a couple of times, and Mike and the kids held solemn consultation over it. Their conclusion was that Harry had bought a lemon and was just stuck.

Then Harry told them he worked at the plant, and maybe our maintenance department could help. He called the plant and by a strange (and carefully pre-arranged) coincidence, our truck-maintenance chief was there. So a procession of jalopies went to the plant gate, was admitted on Harry's say-so, and drove to the yard. There was, I learned later, no vandalism in town that evening. The reason is clear enough. From 7:30 to 11:00 that night, the wildest bunch of crazy teen-agers in town were watching in awe and admiration as three first-class mechanics did things to Harry's hot-rod—and to a couple of others—that had the kids' eyes popping.

And before the night was over, we had an agreement from the city police to let us use the fairgrounds for time trials the next afternoon.

A couple of days later, Mike greeted the kids with these words, "Hey, you mugs. Look! Here's a couple of beat-up salesmen's cars that that mechanic down at Jackson-Barnes said you guys could raid for parts. And Harry's goin' to auction off that job of his tonight, with the proceeds going to pay expenses for a big day of time trials at the fair grounds November 1. How about that?"

I had figured it might be necessary to make a speech at a high school assembly warning the kids, but it wasn't. Three days before Halloween a delegation of the hot-rodders called on Harry and handed him a package. "We just found out some of our guys got out of hand a few weeks ago, and got over your fence and swiped this stuff. We didn't know you guys then, an' you know how it is. We—that is they figured a big outfit like Jackson-Barnes could spare some things for some kids who are broke. We see it different now. Here's the stuff—all of it we could get back."

And yesterday, at the time trials, Johnny Last was the official starter. During a lull, he turned to me and said, "Guess I figured wrong. I thought we needed a youth center, but you had a better answer."

I looked at him. "Johnny, you had the right answer, or part of it. But it couldn't do the job quickly enough for this year. You go ahead, and I think you can count on Jackson-Barnes for a good contribution. But for the quick job, it was Mike's or nothing. You gave us that tip, and we're grateful."

"I didn't mean to give it to you," he said. "I didn't want to cause any trouble."

"You didn't," I said.

He thought a minute. "So this is safety engineering," he said.

I grinned at him and replied, "This, and practically anything else under the sun."

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James E. Swendi

Children's Garden

—IN THE ONE-MAN RECREATION DEPARTMENT

Pendleton, Oregon, believes in starting them young in garden ing—and what finer hobby can be found? Here's how th park and recreation department conquered two big obstacles— leadership and lack of water—and made them into assets b letting the community have the fun of helping. What ar YOU doing for the potential "green thumbs" in your town

THROUGH RECREATION literature, I was aware that there were children's gardens under the supervision of recreation departments. Knowledge of how much work they might involve came, however, from past experience when, as a boy, I had to tend one. Since this is a one-man department, most of the supervision and work was going to be done by volunteers. Our city of 13,000 in eastern Oregon is surrounded by huge ranches of from 500 to 30,000 acres, and water is a prime concern to every rancher, as well as to the city.

Initial preparation was to obtain any available, close-in land. One interested individual donated a vacant lot of about one acre and offered to supervise the children there.

After the investigation of possible garden sites I had the choice of six plots of land; and, because of the water problem and location, I took two of those for our initial children's garden project.

Organization. All children from junior high school age down, including the fifth grade and some very interested fourth graders, were told in the schools, during the month of April, that they could have a garden plot—*provided that,* (and this was stressed): (1) they attend enough times throughout the summer to do all necessary work; (2) they were not afraid of work; and (3) that their parents would sign a form sheet that made the parents and children jointly responsible and aware of the tasks involved. Each child who showed an interest was given this application to be signed by the parent; and eventually seventy-five children were alloted plots approximately twenty by forty feet. Some of the larger boys, who belonged to the Future Farmers of America, each received about four of these plots. There were no prizes to be awarded; however, children were reminded that they could enter specimens in the county fair to be held in August; and that one of the rewards of gardeners is the providing of food for their own tables.

A firm (Smith Canning and Freezing Company) had three and a half acres which, in previous years, had been used by the Mormon church in their relief projects. Waste water from the cannery could be diverted to the irrigation of this plot. (By use of waste water only, this project could be accomplished here.) The plot was prepared by the Pen dleton Grain Growers (a co-op) with their machinery, an prisoner labor (which I use quite extensively). The city en gineer, Archie French, and an irrigation expert, Olive Sykes, laid out the watering system and the city street de partment did the necessary leveling and ditching.

The Pendleton Garden Club agreed to supervise the indi viduals; although each parent was also impressed with thi responsibility and the club's supervision was in the genera techniques. Three supervisors were assigned to the three and-a-half-acre plot and one supervisor to the one-acre plot These were all volunteers. Mrs. James Smith supervised th one-acre plot which she had donated. On this, the childre and parents spaded and prepared their own seed beds. Wate came from another neighbor's water system and the extr cost on his water bill was assumed by the city recreatio department. Supervisors for the larger plot were Mrs. Rober Jennings (housewife), Mr. Marr Waddoups (research as sistant at the Experimental Station), and Dr. Charles Rohd (assistant agronomist at the Experimental Station). Eac of these volunteers made himself available one evening eac week to answer questions and give advice.

The individual child was allowed to plant any vegetable o flower of his choice. Prior to the allotment of individua plots, a planting chart was sent through the mail to eac child. These were obtained through the 4-H representativ of the county and contained all the planting, growing an harvesting information necessary for a garden. The indi vidual was encouraged to work whenever he had the time.

From all appearances, every imaginable vegetable and number of flowers have been planted. The young gardener have had radishes, onions, peas, and spinach from thei plantings. Corn, potatoes, cabbage, tomatoes, beans, beets carrots, lettuce, cucumbers and, of course, watermelons hav also been planted.

Cultivation of these gardens is a problem with some in dividuals, and in a few instances there are vacant patches although I don't think vacant is quite correct, because th

MR. JAMES E. SWENDIG, *the author, is the superintendent of parks and recreation in the city of Pendleton, Oregon.*

arger plot is plagued with millions of weeds. A number of he gardens could easily be considered model gardens as for ariety of planting and general appearance. Cultivation is lone by the children with some help from their parents. Garden plots not properly cared for by the children were given to other children first, and then to adults who in most cases have put in potatoes or late corn. To encourage the children to take care of their garden, name stakes were put n each plot.

Costs on this project have been divided as follows:

Land—donated

Seeds—furnished by the individual

Water—furnished by the city and waste canning water

Fertilizer—furnished by a rancher

Cultivation and preparation—furnished by Pendleton Grain Growers and the parks and recreation department

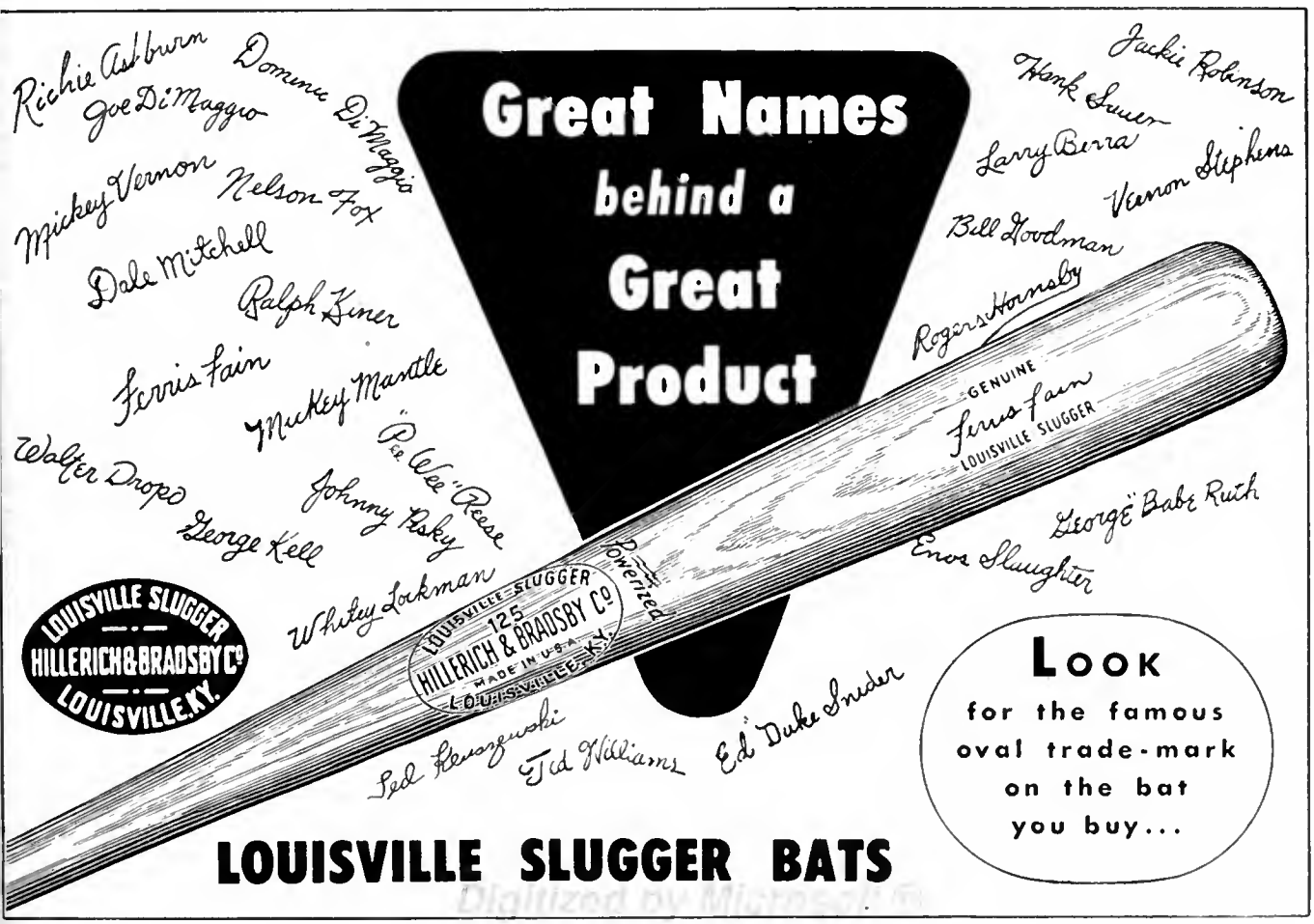
Supervision—volunteers, and parks and recreation department

Irrigation and watering—irrigation times are announced in the paper and many dads, children and shovels appear to get water through the rows. Supervised by parks and recreation department.

Some of the things to be considered for next year are: (1) screening the applicants more closely for their ability to do a good job; (2) possibly making the plots a bit smaller; (3) having a list of families or older people who could take over a garden plot if and when a child fails to care for it; (4) turning the ground over to eliminate some of the weeds.

There have been many more individuals, firms and groups who have offered land, labor, machinery and know-how for this project. For the first year I wanted to keep the number of areas, participants, and problems to a workable amount. Then, too, the problem of water may limit future expansion to some extent.

As a general rule, the community has accepted the project and given every assistance that has been necessary. And when next season comes, more know-how on my part will make this a more rewarding experience for those who participate.



PERSONNEL

W. C. Sutherland

Southern Regional Study

Inquiries regarding the status of the Southern Regional Recreation Study of leadership and training needs are increasing and I want to take this opportunity to make a very brief progress report. Meetings of the study committee have been held in Atlanta, Georgia, Lexington, Kentucky, and Chapel Hill, North Carolina. The study itself is rapidly coming to a close, and at the recent two-day meeting of the committee plans were made for the publication and implementation of the report.

The final volume will be reduced to about 250 pages and is expected to be published in book form by a southern university press. A tentative date has been set for a large conference in the fall for the purpose of (1) presenting the problem and a report of the findings, and (2) determining a professional graduate education program. The conference will be held in Atlanta, Georgia, and college presidents and deans will be invited, together with recreation educators and representatives from the various public and private recreation areas of service covered in the study. The opportunities for action leading to the improvement of the recreation profession in the south are becoming increasingly exciting as the needs, gaps and problems are identified and analyzed.

Recent Appointments

Angelo Acocella, assistant superintendent of recreation, Pelham, New York; *Elizabeth Battle*, director, Jones Street Branch YWCA, Newark, New Jersey; *Johnny Mae Cook*, ARC recreation worker, U.S. Naval Hospital: *Mary F. Hayden*, recreation assistant, Recreation Department, Charleston, West Virgina; *Lillian Heydemann*, Library, Madison Square Boys Club, New York City; *Richard E. Johns*, superintendent of recreation, LaPorte, Indiana.

Earl Lawson, superintendent of recreation, Annapolis, Maryland; *Ila McDonald*, supervisor, Girls' and Women's Special Activities, Recreation Department, Wyandotte, Michigan; *Pearl Pelish*, arts and crafts instructor, Brooklyn, New York, War Memorial Recreation Center; *Almeria Quinn*, director, U.S.O. Club, Mt. Clemens, Michigan; *Clifford Sibbald*, recreation worker, St. Agatha's Home, Nanuet, New York.

Stanley Silver, assistant superintendent of recreation, Hastings-on-Hudson, New York: *William Suchs*, superintendent of recreation, Rutland, Vermont; *Lidia Summers*, ARC recreation worker, U.S. Naval Hospital; *Clarice E. Williams*, girls' worker, John Hope Community Association, Providence, Rhode Island; *Ralph C. Wilson*, superintendent of recreation, Huntington Park, California.

Position Vacancies*

- Director of recreation in Ketchikan, Alaska. Married man preferred, salary open. Contact: Mr. Victor P. Guns, City Manager, P. O. Box 110, Ketchikan, Alaska.
- Superintendent of recreation in a Vermont community. Salary $3,900.
- Director of recreation for a county program in Maryland. A new program mostly in a rural area. Man with experience needed, salary $4,000 to $5,000.
- Superintendent of recreation in a large Florida city. Salary range $5,244 to $6,372. Man with considerable experience needed. Also superintendent of recreation in a smaller Florida community. Salary, $3,600.
- Superintendent of recreation in a small Georgia community. Salary $5,000. Applicants should have a bachelor's degree in recreation. Experience desired.
- Superintendent of recreation in Ohio, population over 37,000 and growing. Salary about $5,000. A new year-round program. Desire applicants fulfill the requirements as set forth in *Personnel Standards in Recreation Leadership* published by the NRA.
- Superintendent of parks and recreation in a West Virginia community, population 32,000. Salary range $6,000 to $8,000. Applicant should have a bachelor's degree in recreation plus five to ten years' experience.
- Superintendent of recreation in a small Minnesota community. Salary range $3,800 to $4,200 plus car allowance. Year-round program, in operation for six years.
- Superintendent of recreation in a small Wisconsin community. Salary $3,900.
- Director of youth center in a medium-sized New Jersey industrial community. New community center building and first year-round program. Salary range $4,000 to $4,600. Candidates should be college graduates with at least three years' experience in the community recreation field.
- Director of a recreation center in an Indiana community. Man preferred with a degree in recreation and at least two years' experience as a center director. Salary $4,000. Position open June 1 or September 1.
- The Association receives, each year, a number of requests for summer recreation directors for small communities. Anyone available for such summer employment should contact the NRA Personnel Service. Also, hundreds of summer camp jobs are available and individuals interested should get in touch with the national headquarters of the respective youth serving agencies.

A Salute

To the Girl Scouts for the launching of a three-year campaign to recruit 4,000 women for professional positions! Four members of the national staff and one person in each of the twelve branch offices have been assigned special responsibility for making job opportunities in girl scouting known.

MR. SUTHERLAND *is the director of the Recreation Personnel Service of NRA.*

* Unless otherwise specified, applicants should write to Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

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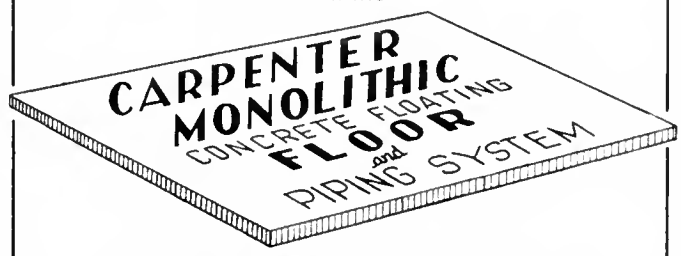

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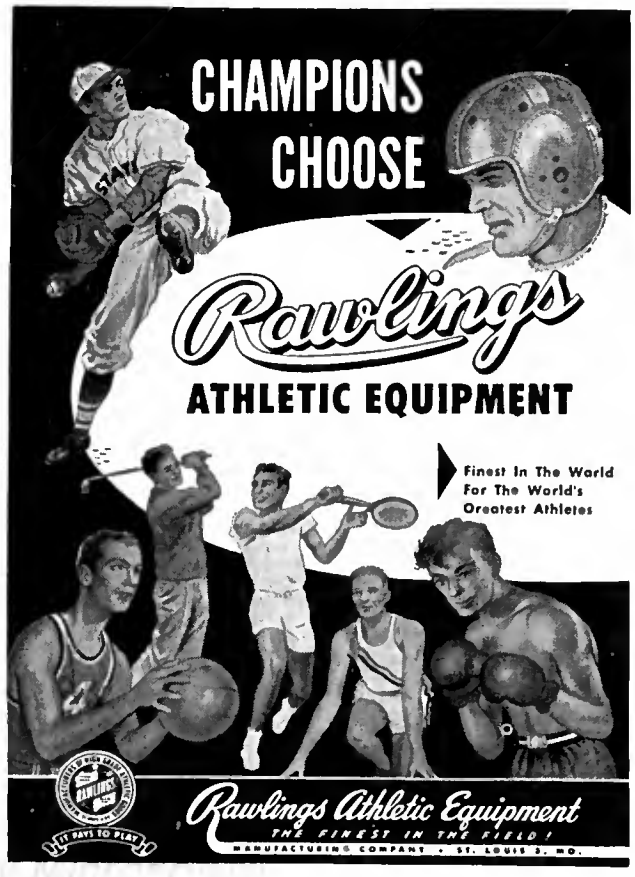

People and Events

• Carl R. Bozenksi Day was proclaimed recently in Torrington, Connecticut, in honor of the city's recreation program director, who was appointed honorary mayor for the day. Mr. Bozenski also received the "Man of the Year" award from the Torrington Probus Club at a colorful and inspiring testimonial dinner which featured, as part of the program, a skit portraying several events in Carl's life—with the appearance of many past acquaintances who influenced his life and his career. Waldo Hainsworth, NRA New England District representative, who was one of the guest speakers at the dinner, reported that it was a great tribute to "a true gentleman and dedicated recreation leader." Torrington's famed Christmas Village (RECREATION, November 1949) and Community Halloween Party (RECREATION, September 1952) are two of the many outstanding annual events initiated by Mr. Bozenski since his appointment to the recreation department in 1939.

• Rex Settlemire, city recreation director, and physical education director of the public schools, Lima, Ohio, was awarded the coveted "Boss of the Year" trophy for the small business division. The award, given by the Lima Jaycees, was in recognition of Mr. Settlemire's outstanding leadership and contribution to the city during the past year.

• Frederic R. Mann, commissioner of recreation in Philadelphia who is prominent in business, cultural and philanthropic endeavors, has designated the Frederic R. Mann Chair in perpetuity, at Brandeis University in Waltham, Massachusetts, in memory of William Kappell. Mr. Mann was the patron of Mr. Kappell, a distinguished young pianist who was killed in a plane accident in October 1953 while enroute home from an international concert tour.

• George R. Cronk, prominent insurance man and former city councilman, has been named a member of the Los Angeles City Recreation and Park Commission. He succeeds Los Angeles' "elder statesman," Robert L. Burns who retired recently. Other members of the commission are Maurie Luxford, president, Mrs. Rollin Brown, vice-president, Mrs. William J. Wilson and Larry Norman.

• George T. Wilson, the Lapham Recreation District director of the Milwaukee Department of Municipal Recreation and Adult Education, has been nominated as the recipient of a Fellowship for 1954-55 by the University of Indiana School of Health, Physical Education and Recreation. Mr. Wilson has been granted a sabbatical leave of absence for the Fellowship which will enable him to complete the work on his doctorate in recreation.

• Mr. Thomas S. Yukie has been given a three-month leave of absence from his position, recreation director of Union Free School District #5, Levittown, New York, under a grant awarded him by the Educational Exchange Division of the United States State Department to aid youth agencies and leaders in Western Berlin.

• The distaff side gains another executive position with the promotion of Miss Dorothy Sullivan to superintendent of recreation in Augusta, Georgia. Miss Sullivan has been a staff member of the recreation department in this city of over 100,000 for many years.

• Mrs. Margaret Stabler Miller, who has been director of the South Baltimore Recreation Center since 1939, retired recently after thirty-five years in the recreation and physical education fields. Her training in these fields included courses offered by the NRA, the University of Maryland, Harvard summer school, and Western Maryland. Her various assignments, since her first playground position in 1918, have been throughout Maryland. Mrs. Miller is spending her time now at her home in York, Pennsylvania.

• Another recent retiree is Mrs. Louise Hewitt, director of the Kaimuki Community Center in Honolulu, Hawaii. Mrs. Hewitt, who was born in Michigan and received her education there and at the University of Hawaii, has spent more than twenty years at the Kaimuki center. She plans to spend her retirement at her home in lovely Hookena, Hawaii.

• At the annual meeting of the Recrea tion Council of Greater Victoria, Brit ish Columbia, Canada, progress wa reported on efforts to have a civic rec reation commission created for the Vic toria district. It was also reported tha the school board for the district ha agreed to assist with a "Home Play ground Contest" by permitting regis tration of home playgrounds with th classroom teachers. A campaign fo more playgrounds will be started thi spring. New officers of the council wh were elected at this meeting are H. F Ketchell, president, Dr. Henrietta R Anderson, honorary secretary, and Mrs M. Broadley, treasurer.

Puppeteers Meet

From June 23 through June 26, 1954 Dartmouth College is playing host t the Puppeteers of America. Hundred of professional puppeteers and puppe enthusiasts from all over the countr will gather on the Dartmouth campus i Hanover, New Hampshire, for thei National Puppetry Festival. This an nual fiesta, initiated in 1936 by th late Paul McPharlin, an internationall known American puppeteer and scho ar, is truly unique. For four days pr fessional and amateur puppeteers wi enjoy some of the best the America Puppet Theatre has to offer. The pro imity of Dartmouth to the Canadia border will enable a large contingen of Canadian puppeteers to join the American fellows in the fun and th exchange of puppet know-how, and giv the Festival an international colorin

The Festival will be followed by a eight day Puppetry Institute, which wi offer: (1) basic course in puppet mal ing and show production; (2) variet and trick puppetry; and (3) creati puppetry for advanced puppeteers, a teachers, and the creatively incline

Everyone is welcome to the Festiva however, the Institute is limited to fif people. Information on registratio accommodations, fees, and other detai may be obtained by writing to Bas Milovsoroff, Chairman of the Nation Puppetry Festival, Norwich, Vermon

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Sailing, *35c.* **Boating, *25c.***
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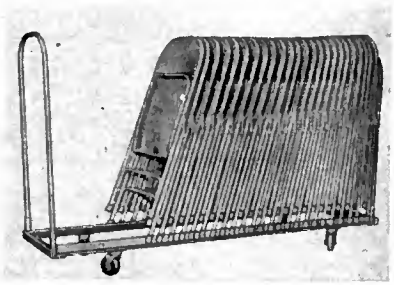
MARKET NEWS

Storage and Carrying Trucks

The Monroe Company, 181 Church Street, Colfax, Iowa, has announced the introduction of a new line of trucks for carrying folding tables and chairs. The trucks, termed the "Transport-Storage" series, are of electrically welded, all-steel construction. Equipped with four swivel castors, they may be moved in any direction and may be turned in a circle only slightly greater than the length of the truck. By using these trucks, folding tables and chairs



may be stored under stages and in other small spaces. Write to the company, at the address given above, requesting their latest catalog on these and other items.

Sports Lighting Bulletins

A new seven-page bulletin on sports lighting has been announced as available from the General Electric Company, Schenectady 5, New York. Designated GEA-6067, the new bulletin pictures well-planned lighting in football, golf, baseball, basketball and other sports; and the numerous benefits of night sports are outlined.

The company also offers a manual—Bulletin GET-1284—of complete floodlighting plans designed to assist a community or organization to set up sports lighting facilities.

Projection Room Fire Shutters

The Best Devices Company, Inc., 10921 Briggs Road, Cleveland 11, Ohio, announces a new line of porthole fire shutters for both indoor and outdoor movie projection rooms. These fire shutters prevent the spread of smoke and fire destruction starting in the projection room.

Best Porthole Fire Shutters meet all state and city inspection laws where gravity doors or shutters are required for projection room operation in public buildings, auditoriums, and so on. Four types—for the picture port, the picture and stereopticon port, the observation port, and the spotlight port—are available.

Each shutter consists of a frame that provides a quick "over-port" wall mounting installation. The synchronized, simultaneous closing of all the fire shutters in the projection room is achieved with the control bar which is semi-automatic in operation. Action occurs at the flick of the emergency release. When projection room temperature reaches 160° the fuse lengths part, causing the automatic release of the fire shutter.

Marking Device

A new marking device, called the Magic Marker, writes with a felt nib, makes lines of varied widths from pen-stroke to brush-stroke size, and comes in the six primary colors plus black, brown and white. Usuable on any surface—porous and non-porous—it is ideal for marking and labeling wood, fabrics, paper, composition board, leather, plastics, metals, asbestos, glass, rubber, films and ceramics; and its markings are completely wearproof and waterproof. The ink dries as fast as you write and is impervious to heat and

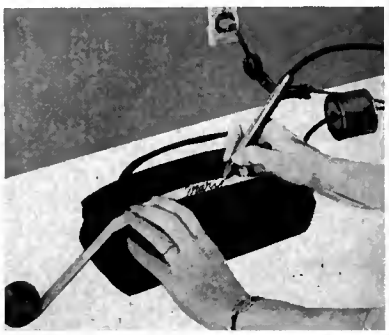
cold. Speedry Products, Inc., 91-31 121st Street, Richmond Hill 18, New York, manufactures this product which will prove a boon for marking various recreation equipment.

Terminals for Model Railroads

Model railroaders, hobbyists, and craftsmen who need to make better wire connections and quicker contacts on terminals, should be interested in the Nu-Way Snap Terminals. These have been adapted to fasten wires to the transformer posts and to several terminals on top of each other for multiple connections. Others can be added or pyramided if desired. They may b taken off quickly and save the wire fror becoming unraveled and strandy. Th wires are secured by clamping the term inal prongs over the stripped wire an soldering them, if desired. John Mar shall Associates, Inc., Box 2463, Bridge port 8, Connecticut.

Gold Embossing Pen Set

A new, inexpensive electric stylis pen set, announced by Osborn Brother Supply Company, 223 West Jackso Boulevard, Chicago 6, Illinois, enable anyone to imprint monograms, signa



tures, designs or lettering, in brigh lustrous gold, on leather goods, clot silk, paper, and so on. The Osbro Gol Stylist Pen Set consists of an electri ball-point pen to which is attached a eight-foot cord with plug-in for any A outlet. A small cylindrical condenser i located along the cord. A roll of gol paper is included with each set.

In use, the article to be imprinted i placed on a table or flat surface, a stri of gold paper is placed over the are where the imprinting is desired. Th pen unit is plugged into an electric ou let and allowed to heat for a few se onds, and then, by writing or drawin the design on the paper, the gold i transferred to the article.

Music Writer

The Dri-flo Music Writer—for thos who make their own notations and co rections on sheet music and so forth— resembles a large fountain pen, but i described by its manufacturer as "n a pen, not a brush, but a combination o both." The specially treated, porou felt tip has the strength and line contr of a pencil or pen. The line is smooth does not blot or skip, is easily variabl in width. Dri-flo, 642 East Ten Mil Road, Hazel Park, Michigan.

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ADMINISTRATIVE PROBLEMS IN HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION. American Association for Health, Physical Education and Recreation, 1201—16th Street, N.W., Washington 6, D.C. Pp. 136. Paper $2.00, cloth $2.50.

DEATH VALLEY: THE FACTS, W. A. Chalfant. Reprinted. Stanford University Press, Standford, Cal. Pp. 160. $1.50.

DODGERS WAY TO PLAY BASEBALL, THE, Al Campanis. E. P. Dutton & Co., Inc., New York 10. Pp. 256. $2.95.

FAMILY BOOK OF GAMES AND SPORTS, THE, Helen Joseph. Popular Mechanics Press, 200 East Ontario Street. Chicago 11, Ill. Pp. 189. $2.95.

GOLF SECRET, THE, H. A. Murray. Emerson Books, Inc., 251 West 19th Street, New York 11. Pp. 142. $2.50.

HOW TO RESTORE ANTIQUE AND CLASSIC CARS. Popular Mechanics Press, Chicago 11, Ill. Pp. 190. $2.95.

METHODS AND MATERIALS IN PHYSICAL EDUCATION AND RECREATION. School and Community Activities. Edited by Charles A. Bucher. The C. V. Mosby Co., St. Louis 3, Mo. Pp. 423. $6.25.

RECREATION: TEXT AND READINGS. Charles K. Brightbill and Harold D. Meyer. Prentice-Hall, Inc., New York 11. Pp. 541. $6.35.

Pamphlets

BOYS CLUB BUILDING, PLANNING AND CONSTRUCTION. Building Service, Boys' Clubs of America, 381 Fourth Avenue, New York 16. Pp. 34. $1.00.

CULTURAL ASPECTS OF THE AMERICAN SOCIETY. First Part, Pp. 24. Second Part, Pp. 30. The Advertising Council, Inc., 25 West 45th Street, New York 36. $.40 each.

CHILD'S BOOK OF SEWING, Jane Chapman. Pp. 65. $.20. FISHING IN FRESH WATER, Richard Salmon. Pp. 31. FUN FOR THE FAMILY, Stanley Pashko. Pp. 30. LET'S GO HUNTING. Edited by Raymond R. Camp. Pp. 30. MORE FUN WITH YOUR CAMERA, Norris Harkness. Pp. 31. RELAX, Leonard M. Leonard. Pp. 30. Birk & Co., 270 Park Avenue, New York 17. $.15 each. Available to clubs and recreation groups at quantity prices.

FISHING IN MAINE, John C. Page, Jr. State of Maine Publicity Bureau, 3 St. John Street, Portland. Pp. 32. Free.

FOLK DANCE GUIDE. Fourth Annual Edition. Box 342, Cooper Station, New York 3. Pp. 16. $.50.

INSTRUCTING TRAINERS OF LEADERS. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17. Pp. 29. $.50.

SCHOOL ATHLETICS: PROBLEMS AND POLICIES. Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington 6, D.C. Pp. 116. $1.00.

SHARING IS FUN. (Projects booklet for children.) Helen Diehl Olds. Koinonia Foundation, Pikesville Box 336, Baltimore, Md. Pp. 39. $.25 each. Per hundred $.20, plus postage.

SIXTH ANNUAL REPORT, 1952-1953: RECREATION IN CALIFORNIA. State of California Recreation Commission, 721 Capitol Avenue, Sacramento 14, Cal. Pp. 123. Free.

SINGING CALLER, THE. (A book on the square dance with calls and music.) Collected and Arranged by Ann Hastings Chase. Association Press, New York 17. $1.50.

SRA 1954 CATALOG: EDUCATIONAL EDITION. Science Research Associates, 57 West Grand Avenue, Chicago 10. Pp. 77. Free.

THIRTY CONTRAS FROM NEW ENGLAND. (Collection of descriptions and timed calls.) Dudley T. Briggs, Burlington, Mass. Pp. 77. $1.50.

THIS WE BELIEVE ABOUT EDUCATION. (Statement concerning education in America.) National Assoc. of Manufacturers, 14 West 49th Street, New York 20. Pp. 32. Free.

TRENDS IN SWIMMING POOL DESIGN. Elgin-Refinite, Elgin Softener Corp., Elgin, Ill. Pp. 19. Free.

WHAT EDUCATIONAL TV OFFERS YOU, Jack Mabley. Public Affairs Committee, 22 East 38th Street, New York 16. Pp. 28. $.25.

Magazines

BEACH AND POOL, *February 1954*
- Why Emphasize Aquatics? Gordon Bennett.
- Artificial Ice Skating Rinks, Terry Mitchell.
- Design Portfolio: Selecting Size of Gravity Filters.
- An Iron Curtain Swimming Pool, Tom Lantz.

PARKS AND RECREATION, *February 195*
- Individual Identity for Parks, C. E Hammond.

PARK MAINTENANCE, *February 1954*
- Annual Swimming Pool Issue.

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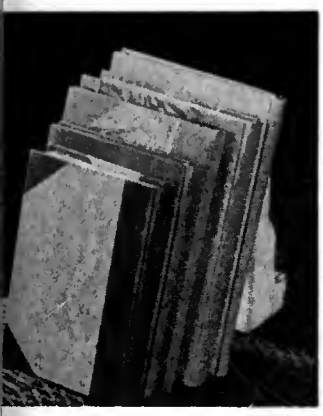

new Publications

Covering the Leisure-time Field

he Conservation Yearbook 1953

Edited by Erle Kauffman. The Conservation Yearbook, 1740 K Street, .W., Washington 6, D. C. Pp. 320. 5.50.

This second and enlarged edition of *he Conservation Yearbook* contains a ealth of up-to-date facts and figures lating to all phases of conservation—il and water, forests and forest prodcts, wildlife and fisheries, the range nds, parks and the wilderness. It inudes a directory of more than five undred conservation organizations, a st of the nation's three thousand soil nservation districts with essential cts about each, and the names of more an five hundred legislators, planners, riters and other key persons related to e field of conservation. One section devoted to a full roster of the national arks with a brief description of each d the names of the operating personel; also similar information with refence to wildlife refuges, wilderness reas, state parks and state forests.

This publication, which represents an nusual degree of cooperation on the art of a large number of officials and tizens, affords a valuable reference ource.

How to Help the Shut-in Child

Margery D. McMullin. E. P. Dutton nd Company, Incorporated, New York 0. Pp. 192. $2.75.

Here is a simple, informal listing of 13 tested suggestions for helping and ncouraging the permanently bedridden or homebound child. The ideas are ell-organized under chapter classifications, such as: Life in Bed (ways to ake the child comfortable and happy); oys and Playthings; Gifts a Child Can ake; Shopping Hints; Hobbies and ccupations; and so on.

While written primarily for and bout children, many of the suggestions can easily be applied to adults bedridden at home or in the hospital. Illustrations by Paul Galdone add to the attractive appearance of this useful little book.

Guide to the Appalachian Trail in Maine

The Appalachian Trail Conference, 1916 Sunderland Place, N.W.. Washington 6, D. C. Pp. 450. $2.50.

This, the fifth edition of one of the fascinating Appalachian Trail guides, is not merely the fourth edition brought up to date, for many sections have been completely re-written. It contains a complete description of the 269 miles of the trail in Maine, including eight detailed maps, and: Part I, General Information; Part III, The Appalachian Trail and Side Trails; Part IV, General Articles. The Katandin Section (Part II) is issued in a separate volume (1952; 228 pp., 2 maps, $1.25). This edition lists the lean-tos and campsites along the trail, outlines camping regulations, and all other necessary information. In the new loose-leaf format, sections and maps can be conveniently removed as required for use. It is suggested that, for their protection, an especially prepared waterproof, transparent map case be carried. (These are available for $.85 postpaid, from The Maine Appalachian Trail Club, Augusta, Maine.) This volume also has much to offer to the armchair traveler.

The Official Li'l Abner Square Dance Handbook

Fred Leifer. National Dance Club of America, 1583 East 98th Street, Brooklyn 36, New York. Pp. 122. $.35.

Steps, calls, games, music and some profit-making ideas for callers have been gathered together and published in this paper covered, pocket-size booklet. In collecting and presenting this material, the author has done two good things. He has put together a variety of simple dances—well explained, in an inexpensive edition; and he has included easy arrangements of the tunes to be used. Also they are well illustrated. He has, however, gone overboard in giving them a popular slant, and has sacrificed in so doing.

The smoothness and beauty of pattern in square dancing have not been sufficiently emphasized. Unfortunately, too, the poor quality of paper used in the publication gives it an unnecessarily cheap look. However, as we all know, you "can't judge a book by its cover."

Care and Breeding of Budgies

Cyril H. Rogers. Dover Publications, Incorporated, New York 19. Pp. 93. Cloth $1.75; paper $.65.

If you want to start an aviary, or go into the breeding of shell parrakeets in a smaller way, this new booklet is filled with helpful information. Almost all advice centers about breeding procedures and descriptions of coloring variations of this type of bird. Only a few pages at the end are devoted to such matters as ailments and their treatment, training and exhibiting. Lists of references and of sources of supply are given; and it is interesting to learn that there are a number of Budgerigar societies, including state organizations in New Jersey, Massachusetts and Michigan.

New Games for 'Tween-Agers

Allan A. Macfarlan. Association Press, New York 7. Pp. 181. $3.00.

Allan Marfarlan has managed a fresh and new collection of novel games in this book, through the inclusion of selections from various countries of the world, the adapting of old favorites, and the addition of originals invented by himself. In fact, the first chapter deals with "The Art of Directing, Adapting, and Inventing Games." The material, directed to leaders, parents, counselors, is classified according to age groups to show the greatest general appeal of each game. All games have been tested and approved; and they are unique in that almost all of them can be played by boys and girls together. Most of them need only such gear or equipment as can be found in any home, play center or camp. Many, such as Save the Goldfish, Animal Racing, and so on, can be adapted to numbers and space. Illustrations clarify the text.

COMING EVENTS
1954

Now the golden Moon aloft
Waves her dew-bespangled wing,
With vermeil cheek and whisper soft
She woos the tardy Spring:
Till April starts, and calls around
The sleeping fragrance from the ground,
And lightly o'er the living scene
Scatters his freshest, tenderest green.

From "Ode on the Pleasure Arising from Vicissitude" by Thomas Gray

April

Easter and Passover, two great religious festivals, will be joyously celebrated in communities throughout the world this month. Children by the thousands will attend parties and play tricks to the gay shouts of "April Fool"; and the rope-jumpers, top-spinners, kite-flyers, and marble-shooters will once again take their place in the sun. It is also the month of hobbies—a good time to have displays and exhibits and to feature some of these special activities.

1	April Fool's Day
1-7	National Conservation Week
1-10	National Laugh Week
1-30	Cancer Control Month
1-30	National Hobby Month:
	1-7 National Arts and Crafts Week
	8-15 National Model Building Week
	16-23 National Gardening Week
	24-30 National Photographic Week
6	Army Day
11-17	Pan American Week
12	Founding of the Playground Association of America in Washington, D. C., 1906
14	Pan American Day
18	Easter
18-24	National Garden Week
18-25	Passover
24-30	Boys and Girls Week
25-May 1	United States-Canada Good Will Week
26-May 2	National Coin Week

May

From May Day—with its customary flower-filled baskets left on doorsteps and gay dances—right on through Memorial Day, this month offers occasions for special planning. Armed Forces Day and Music Week both offer excellent opportunities for community-wide cooperative observances. Citizenship Day, May Fellowship Day (to promote local community interdenominational understanding), and Letters from America Week (for the purpose of making person-to-person efforts, through letters sent abroad, to combat distortion and false propaganda about life in the United States), give recreational leaders a golden chance to plan activities encouraging local, national, and international understanding.

1	May Day
1	Child Health Day
1-8	American Camp Week
1-31	United Defense Fund Month
1-31	United Cerebral Palsy Month
2-8	Mental Health Week
2-8	Be Kind to Animals Week
2-9	National Music Week
2-9	National Family Week
7	May Fellowship Day
8	V-E Day
9	Mother's Day
10-16	Armed Forces Week
12	National Hospital Day
15	Armed Forces Day
16	Citizenship Day (I Am An American Day)
17-23	Letters from America Week
18-24	World Trade Week
20-June 20	Father-Child Month
22	National Maritime Day
23	National 4-H Sunday

June

June does not contain the number and variety of holiday occasions that the previous two months did; however, it is just as well, for the children will be leaving the schoolhouses and swarming to the playgrounds and camps, the parks and the swimming pools; and recreation leaders will be swinging into the busy summer season. On playgrounds everywhere preparations will be going ahead for the celebration of Joseph Lee Day on July 30.

6	International Shut-Ins Day
6	Son's Day
13	Children's Day
13-19	National Flag Week
14	Flag Day
16-23	National 4-H Club Camp
20	Father's Day
20-26	National Swim for Health Week
21	First Day of Summer

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April and May, 1954

HELEN M. DAUNCEY Social Recreation	Yakima, Washington April 6-9	Ed Putnam, Recreation Director
	Boise, Idaho April 12-15	W. E. Everts, Director of Recreation, City Hall
	El Paso, Texas May 10-13	Robert Shipp, Superintendent of Recreation, Washington Park
ANNE LIVINGSTON Social Recreation	Manchester, Georgia April 5-8	C. V. Blankenship, Callaway Mills Company
	Milstead, Georgia April 12-15	James F. Snider, Callaway Mills Company
	Western Zone Recreation Workshop May 7 and 8	Franklin J. J. Diemer, Tonawanda Town Recreation Director, 116 Southwood Drive, Kenmore, New York
MILDRED SCANLON Social Recreation	Pasadena, California April 5-8	E. E. Bignell, Director of Recreation, Pasadena Recreation Department, 1501 East Villa Street
	Salt Lake County, Utah April 12-15	Paul S. Rose, Superintendent, Salt Lake County Recreation Department, 5177 South State Street, Murray
	Hammond, Indiana April 27-30	John N. Higgins, Recreation Director, Board of Parks and Recreation
	Fayette County, Kentucky May 3-6	John F. Gettler, Fayette County Playground and Recreation Board, 400 Lafayette Drive, Lexington
	Galesburg, Illinois May 10-13	Mrs. Ray M. Brown, Program Chairman, Girl Scout Council
	Missouri Recreation Workshop May 29-June 4	Robert L. Black Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson Building, Jefferson City
GRACE WALKER Creative Recreation	Charlotte, North Carolina April 5-8	Mrs. Rosalie F. Wyatt, Supervisor, Mecklenburg County Board of Education
FRANK A. STAPLES Arts and Crafts	Boise, Idaho April 19-29	W. E. Everts, Director of Recreation, City Hall
	Rockford, Illinois May 10-20	Hal Moyer, Executive Director, Ken-Rock Community Center, 2905 Bildahl Street
	Missouri Recreation Workshop May 29-June 4	Robert L. Black Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson Building, Jefferson City

Mrs. Anne Livingston will attend the NRA New England District Conference at Falmouth, Massachusetts, May 11-14 and the New York State Public Recreation Society Meeting, at Long Beach, New York, April 28 and 30.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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the Cover

THE PLAYGROUND BOY. This summer he will nd the long days out-of-doors, learn the rules of play, how to get along with his fellows, and will e part in many high occasions that will be long iembered. Photo courtesy of Recreation Comsion, Long Beach, California.

xt Month

his, the last of our spring issues, will—like June e "busting out all over" with streamlined pro-m ideas. If you don't believe it, we dare you to a copy and start reading. Don't miss: "After the m—What"; "Musical Fireworks"; "Preparing a mmer Pageant"; "Baton Twirling"; "Dogs Have ir Day"; and many others. They all give how-lo information. Executives will do well to study ie of the pertinent points in "How NOT to Build wimming Pool," and will be interested in how "Wrap Your Wading Pools in Canvas." "Better vice Records," by James S. Stevens, Sr., who is irman of the National Advisory Committee on reation Research, is a story based on the work the committee.

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nation-wide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

FIFTY YEARS A-GROWING

As our thoughts turn to planning for the coming playground season, it is indeed appropriate that we hear from Susan Lee, daughter of Joseph Lee—father of the playground movement in this country.

Susan Lee

"You might as well try to teach fishes to swim as ıildren to play."—so said a legislator ı 1909. As a milepost of some fifty ears of recreation progress, compare ıis statement with one made in 1953 y Mayor Clark of Philadelphia, "No ected official could . . . eliminate recre-ion as a major function of local gov-rnment and expect re-election."

Playgrounds under leadership—tad-oles being taught to swim, if you will -are at the heart of the recreation pro-ram in American communities today. or the playground, or play idea, has ›read to parks and community centers, hools and housing developments—›metimes giving the backyard a new ase of life along the way. It has spread eyond the teen-age, through the mid-le years to the oldsters until, in the ecent neighborhood plans for Chicago e see it coming full circle, combining hool, park and playground in a seven-re unit.

In fifty years of growth, playgrounds ave been in the vanguard and are still n the march. Not only have standards s to space, design and equipment ıoved forward but a greater profes-ional competence in recreation leader-ip has improved the quality of pro-ram.

When one sees some of the newer and ıore imaginative playground designs, uch as the Chicago plan, with its mul-ple-use areas for sports and games, its quiet corners for varied activity, and its well-placed shrubbery marking off picnic areas for family groups; or the colorful modernistic equipment appearing in the public housing developments of New York and on various community playgrounds across the country, it seems a far cry indeed from the multiple swings of yesteryear, so characteristic of the dreary old-time city playground with its concrete paving and high iron fence.

This new design not only introduces an element of beauty but re-emphasizes the importance of a broad concept of recreation; while the new equipment indicates that there has been a fresh look at children to see what they do when left to their own devices in a free situation. To my mind, these are healthy trends as it has sometimes seemed as though, in our effort to socialize our children in a highly competitive world, the individual had become lost in the shuffle and the family superseded by the age group. On the other hand, the drive of the youngster in search of drama and derring-do, along with his comrades-in-arms, has too often been limited by the jungle gym or channeled onto the baseball diamond .

Some of the better modern equipment with its potential for dramatic play and adventure might well serve as a springboard for introducing our modern cowboys to the time-honored hunting and chasing games such as "Beckon" and "Run Sheep Run," "Duck on the Rock" and "Prisoners' Base"—activities where there is other game to chase besides gangsters and other forms of excitement than "Stick 'em up!" Indeed, among the "gunmen" in the backyard of the city block in which I live, I have noticed that ambush, as in the old game of "Hide and Seek," is the chief requirement.

Some modern equipment provides outlet, also, for the younger child's joy in merely climbing up stairs or inclines, and along ledges, jumping off low walls, and crawling under and through things, as well as providing him with houses for his domestic activities.

In spite of the latent possibilities of this modern equipment, however, playground leaders should be on the alert lest the designers' interest in a new art-form lead them to forget the basic nature and needs of the child, or commercial manufacturers either vulgarize the equipment or limit its imaginative possibilities through a too realistic treatment of structure. A tunnel, which can be either a woodchuck hole or a railroad passage through the Rockies is better than a permanent snake, or even a subway. There is, in fact, a distinct danger that the equipment will limit the child's imaginative expression by being too abstract or complicated or too stereotyped and static. Then, too, children need boxes and assorted junk, as well as permanent fixtures. They like to mould their own world, actually as well as figuratively, and should be given

an opportunity to do so. Playgrounds should never become either too arty or too slicked up.

But no amount of equipment or play material, however good, should be a substitute for other kinds of recreation, or take the place of leadership. Children must not only have the opportunity for contact with play material, but skilled guidance along the way, if the exposure is to take, and true growth as well as joy come out of the experience. The best equipment in the world can remain as dead as a doll without sawdust to the child who has never had a chance to learn its language—at best, its possibilities will be limited; at worst, it will never come alive.

Even in a free play situation, equipment and materials, of whatever kind, should serve the child as a broad high*way* to new skills, new worlds to conquer within himself, and as a bridge to the wide, rich heritage of the race in games and dances, song, drama and art. Though pictures of playgrounds around the turn of the century may look, to our modern eyes, old-fashioned in layout and equipment, games they *did* have—ball games, ring games, singing games.

From my own experience, in play situations, both as a child and as a teacher, I am convinced that what one gets from the children (or what the children get from a play experience, however free) is what the leader—whether in the home, in the school, or on the playground—has within himself. Perhaps this is especially true in the arts, where, in terms of the child's inner growth, the leader is the veritable touchstone of success or failure. As Emerson says, "It takes two to speak the truth."

There is irony in the modern child's interest in spacemen (perhaps it expresses the nostalgia of the race) as space is something we have less and less of, both indoors and out. And with the disappearance of space — backyards and attics, as well as woods and open fields—many games and social activities of the past are disappearing. In the accelerated tempo of living, time, too, tends to disappear, swallowed up by the new locomotion and the new media for passive and secondhand recreation. Americans of today seem to be spending more and more time doing less and less. What price our hard-won leisure?

But children have not changed, not basically, in their nature and their need—to be somebody, to do something, to belong somewhere; it is rather their environment and their orientation that have changed. The airplane, the motion picture and the radio were born yesterday, but not the child. We deny the child outlet for his needs at our peril.

In America 1954, the so-called progress of a scientific age has made playgrounds more important, not less. Never has a play leader had a wider opportunity or a greater responsibility than now. Children, if they are to grow to man's estate, strong in mind and heart as well as in body, need playgrounds; for a child who grows up without play, in all its manifold and creative aspects, is as a ship without a rudder or a house without foundations. Play leaders, like runners in a relay race between the generations, must carry the torch of a dynamic heritage into the future.

SUMMER — VILLE, U. S. A.

A playground is a busy spot as summer rolls along,
The air's alive with music gay of childhood's happy song,
The baseball diamond's clouded with the dust of boyhood spikes
And here's a Flemish sand-box town, complete with mills and dikes.

Square dancers have their corner too; some lads are flying kites,
And all are learning to respect the other fellow's rights.
With jackstones, puppet shows, ring games, there's always something new.
Play leaders hear the perfect phrase, "I want to be like you."

We'll say it's fun to be a youth and live the life of play,
No clock to punch, no boss to fear, no grocer's bills to pay,
No wars to fight, no shaving chores, no need to search for truth,
The playground is their Paradise—God Bless Them, Happy Youth!

—JAMES J. MOONEY, *Recreation Commission Staff, Somerville, Massachusetts.*

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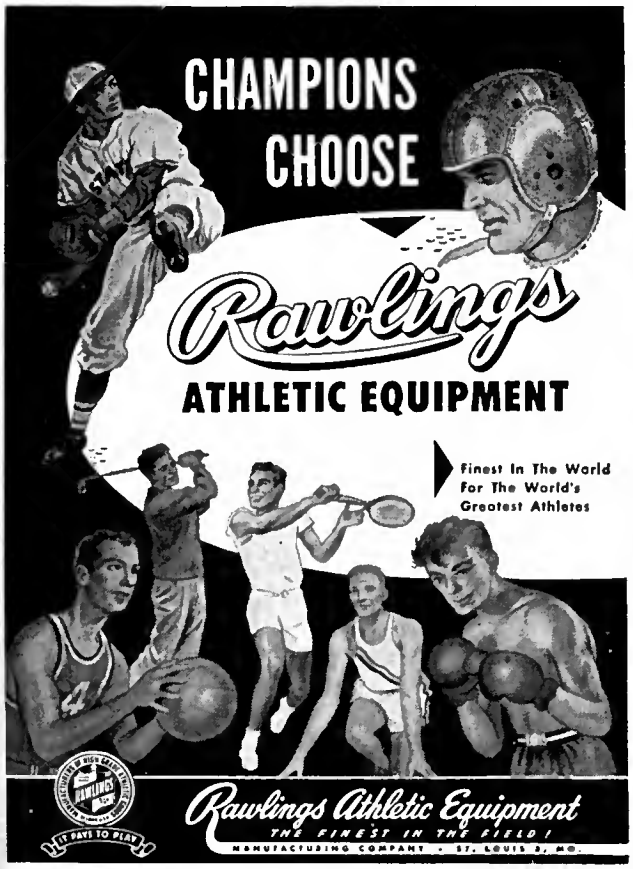

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Things You Should Know . .

▶ THE EXCISE REDUCTION TAX ACT OF 1954, Public Law Number 324, became effective April 1, 1954. The tax on admissions in general has been reduced from twenty per cent to ten per cent. Exceptions on which there is no tax include admissions of fifty cents or less; admissions to school or college athletic events during the regular athletic season, if the proceeds are exclusively for the benefit of the educational institution; admissions to games between teams composed of students from elementary and secondary schools where the profits inure to the benefit of hospitals for crippled children; admissions to historic sites, museums and planetariums where operated by federal, state or local governments, or by nonprofit organizations; admissions to amateur theatrical performances by a civic or community theatrical group, or organization, if no part of the earnings inure to the benefit of any private stockholder or individual.

▶ JUST OUT, the paper-backed, pocket-sized *Lives of Destiny**, as told for the *Reader's Digest* by Donald Culross Peattie, which can now be found on your local news-stand, carries the story, "Joseph Lee: Godfather of the Playground." This was first published in the *Reader's Digest* in January 1940. With Joseph Lee Day coming along on July 30th, and with the book so easily available, it might be a good idea for recreation old timers to refresh their memories and new professional leaders to make the acquaintance of this inspiring pioneer in the recreation field.

▶ THE STANDARDS COMMITTEE of the New York Section of the American Camping Association reports, as a result of a directive from the National Board of the ACA, that no camp may be a full member after January 1, 1955 unless it has been visited and found to comply substantially with the standards as adopted by the membership of the American Camping Association, and with which all members by now should be fully familiar.

▶ IN ITS DESIRE TO INCREASE ITS SERVICE to recreation and park agencies, the National Recreation Association has been exploring with national insurance experts the possibility of developing a nation-wide participants group insurance plan which would have the wide coverage needed to secure the lowest possible individual premium rate. The Association needs the benefit of your comments and suggestions.

▶ A SWIMMING POOL is "a proper park use," according to District Judge William A. Black of Denver, Colorado, as reported in *Park Maintainance* in January. Property owners adjacent to Congress Park in Denver filed suit to stop construction of the pool, tennis courts, and other facilities. The plaintiffs' chief objection was giving the manager of improvements and parks discretionary power to build a crowd-drawing pool.

▶ A FREE-LOAN EXHIBIT COLLECTION of one hundred reproductions of paintings, covering five centuries, is offered by Oestreicher—print dealers in New York. All that is asked of the exhibitor is that he pay express charges upon receipt. Address all inquiries to Mr. Edward M. Oestreicher, Director, 1208 Sixth Avenue, New York 36, New York.

▶ OUR APOLOGIES to the Carl Cherry Foundation of San Francisco for not including, as requested, a notice with the publication of their excellent article, "Recreation Center for the Cerebral Palsied." in the April 1954 issue of RECREATION. The omitted notice reads as follows: "Copyright 1953 by Carl Cherry Foundation." This article was contributed to RECREATION through the courtesy of the Foundation and of Mrs. Janet Pomeroy, director of the center.

▶ CREDIT for the cover photograph of the April issue goes to J. C. Redmond Studio, Syracuse, New York. The picture was contributed through the courtesy of the Syracuse Department of Recreation.

Quickies from an Annual Report

Samples of the many interesting straws-in-the-wind emerging from the annual report of the National Recreation Association Field Department which in turn is based upon reports of association district representatives:

• *There was a distinct improvement in* operating budgets during the year for the country as a whole. A "hold the line" condition prevailed in the New England and Middle West districts and in New York State, otherwise local budgets moved ahead in all other districts during 1953. More cities received appreciable or substantial increases. Fewer cities suffered decreases and in lesser amount than in the previous year.

• *In the area of program for women and girls, there is more awareness* of needs, with modest expansion to meet them. Greater progress is essential, especially in employment of more trained leadership to serve this group. The employment of a full-time woman assistant for the first time during 1953 was reported by twenty-three cities.

• As heretofore, *athletic activities, particularly major competitive sports, continue to have heavy emphasis.* In far too many recreation departments they constitute the main program with other types of programs being entirely lacking or minimized.

• *Among cultural activities,* every district reported increased interest and participation in arts and crafts by children and adults in this growing phase of local recreation programs. The leadership training service provided by the Association is credited definitely for much of this advance. Interest in children's drama programs shows some increase although it is not general.

▶ IF YOU ARE interested in helping to secure adequate appropriations for the support of the recreation services of the federal government, made available through the agencies of the Departments of the Army, Interior, Agricultural, Health, Education and Welfare now is the time to express your interest to your Senators and Representatives while appropriations for the fiscal year beginning July 1, 1954 are under consideration by the Congress. (For a summary of services, see *Agencies of the Federal Government Concerned with Recreation: Trends, Inadequacies, Needs,* published by the National Recreation Association. Price $1.00.)

* Published by the New American Library. $.25.

Letters

Day Camping

Sirs:

I want to highly commend the editors of RECREATION magazine for assembling, in the March issue, a very comprehensive and informative series of articles on the trends and developments in the field of day camping.

Also worthy of the attention of the many readers of RECREATION is the Day Camp Edition, February 1954, of the *Jewish Center Program Aids*, which would make an excellent companion to this day camp issue of the magazine. The publication is obtainable from the National Jewish Welfare Board, 145 East 32nd Street, New York 16, N. Y., at seventy-five cents per copy.

MONTE MELAMED, *Executive Director, Henry Kaufmann Campgrounds, Inc.*

The Handicapped Child

Sirs:

In reply to a letter in your November, 1953, issue from Bill Hearn, on the handicapped child on the playground, here are a few of my ideas gained from experience:

Should this category include the often-seen child standing on the fringe of the activity wanting to participate, but afraid; who doesn't know how? The answer should be "yes."

Perhaps this is a physically handicapped child. The child who has even a slight handicap has an obstacle to overcome in his play life.

For instance, the child with a slight loss of hearing, but who is not wearing a hearing aid, is unable to participate in games where you have to hear or face the possibility of loosing face if incorrectly heard—such as in the game of "Telephone" or "Gossip" or in a game like "Numbers" where you have to hear what is being said if you are going to know when it's your turn. Even during a craft session, especially outdoors where it is harder to hear with the wind picking up the voice, the child who does not hear the instructions and consequently does not do what is expected of him becomes flustered, turns away and fails to return for fear of further unacceptable behavior or response.

The physically handicapped child, such as one with a leg shorter or arm crippled, has a minor handicap which does not interfere with a normal play life, if the recreation leader is aware of the handicap and adjusts leadership and program accordingly. These children can participate in many activities —for example, as junior leaders, in club groups, as play officials, and so on.

They should be urged to develop a real skill in something. Not a skill or hobby to withdraw them from the group but, rather, one to help them be real members of the "gang." It is through a skill that these children can gain confidence in themselves and a standing in the group; with a tangible ability it is easier to learn the give and take of play and everyday life.

More food for thought along this line: what about the "normal" child of the group who becomes bed-ridden with TB or rheumatic fever, or breaks a bone, or in some way becomes confined to home or bed? This presents a real challenge for the group to continue serving him. Board games can be made and sent, small group games played with him, and so on. When he comes back to the playground a quiet place can be found for him in the activity to fit his convalescence.

Regular activities can be adapted to the handicapped. Right now I am a volunteer director for a social recreation program for a totally deaf group. It's a challenge. Activities which "everyone" is doing can be done by them with a little thought and understanding and adjustment.

BETTY JANE RANK, *Oakland, California.*

• See also, "Playground Programs for Handicapped Children," by June C. Yeates, page 280.—Ed.

Who Agrees?

Sirs:

I have a suggestion for your department. I find in our own office, and in the offices of many other recreation agencies I have visited, a dearth of good, large recreation paintings, pictures, and photographs suitable for framing. Because of the nature of our work and our large number of visitors daily, much of the impression of our offices consists of what these people see during their visits. →

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I have tried unsuccessfully for some time to locate or collect some good, attractive pictures for our walls. Appropriate subjects would be children and adults swimming, playing ball, dancing, picnicking, and so on.

Your department can do a definite service for us all in the field by "scouring" for such pictures and informing us as to how and where they may be obtained. You might start with the large film manufacturers and the calendar printers.

By the way, your magazine improves with every issue and is already one of the outstanding professional journals of the country. Keep up the good work.

JOSEPH E. CURTIS, *Area Supervisor, Baltimore County Board of Recreation.*

• We will be glad to publish a list of sources in RECREATION, if our readers will help us in making up such a list. Any suggestions?—Ed.

Hospital Recreation

Sirs:

There were many things in Hedley G. Dimock's article, "Is Hospital Recreation on the Move," in your February issue, with which I agreed. There are also several points with which I differ.

Hospital recreation is certainly on the move—and one direction is away from the first level which Mr. Dimock mentions, the purely diversional type of program. Rather than two other clear-cut levels, most good recreation programs in hospitals are a combination of three levels.

Cooperation is undoubtedly a necessary part of life, but I heartily disagree that competition is not just as necessary to stress when the hospital patient is at a level to tolerate it. If he can not accept competition with all its concomitant results, he is not facing reality or ready to resume his responsibilities as a well-adjusted citizen in a community.

Objectives in the second area are the ones toward which most recreation leaders work earnestly and are the reasons why the sincere recreation worker will never be satisfied with a purely diversional type of program. This is not said as a condemnation of diversional program conducted by volunteers, because parties and passive entertainment are an accepted part of our way of life.

There is one place I would concede there should be no competition. That is among the hospital team. Mr. Dimock has stressed the importance of the nurse. The nurse is vitally important and nursing education is another area where hospital recreation is on the move. Many nurses' training schools now present lectures on recreation as well as requiring each student nurse to work in the recreation department for a specific period of time.

I do not feel so complacent about our leaders needing no training beyond the usual requirements. The requirements now are much too limited in vital areas. As an example, little or no opportunity is afforded them to try their wings under adequate supervision before the entire burden is thrust upon their shoulders.

Many volunteers have done a splendid job, which has paved the way for the full-time, paid, trained recreational worker. I have read Beatrice Hill's pamphlet; and I am convinced it has done much to raise the level of the volunteer program and to be an inspiring guide for new ones.

ELIZABETH K. COUCH, *Supervisor, Brooklyn State Hospital.*

"A Challenge to Recreation"

Sirs:

The letter written by Mr. Mortimer H. Morris, superintendent of recreation at Croton-on-Hudson, New York, in your March issue, seems unduly pessimistic about recreation in the United States.

In the first place, Mr. Morris appears to be speaking for only a relatively small fragment of recreation leaders—namely the directors of organized activity programs at the municipal level.

It should be pointed out here that recreation in this country is a broad area in human living. It includes those individual and group activities found in homes, churches, schools, colleges, youth serving agencies, private organizations, local, state, and national governmental departments, and numerous other groups.

The concern over the quality of recreation leadership would hardly apply to the developments of rural recreation activities such as, for example, those under the auspices of agricultural extension agencies, 4-H clubs, and the like. It would be questionable as to whether the article speaks for local, state, and national parks, to say nothing of the great surge of interest in hunting, fishing, camping, and travel. What about many fine programs of choral and instrumental music or the arts?

To be sure, recreation needs more and better trained leaders, as do many other professions, trades, and movements. It is recognized that organized recreation is important, but let's be sure that one group doesn't exclude the others when speaking for recreation.

Reference was made to "missing the boat" in school camping because classroom teachers are handling it. School camping is an integral part of the school curriculum, and it is the responsibility of the teachers to give it leadership. City recreation directors having an interest in camping could render much assistance, however, as resource leaders.

It is true that there is an overemphasis on athletics, but the goodness of other kinds of recreational activities that are made increasingly available to people will tend to restore balance.

The National Recreation Congress has been an inspiration to many people, including the writer. Like other conventions, it does not appeal equally to everyone, and it is not the only organization that suffers from inadequate convention accommodations frequently. There are many other professional organizations that have a major responsibility in recreation and offer many leadership opportunities to their members. All such organizations have "ups and downs" because human beings are involved. The only real hope for improvement of total recreation is through teamwork and cooperation at all levels—local, state, and national. Recently, there has been an attempt to establish cooperative machinery for nearly a dozen professional organizations that have a common interest in recreation. Many colleges and universities are now in the process of trying to develop better opportunities for the training of recreation leadership of all kinds, including activity directors.

In the judgment of the writer, there are many signs of progress.

JULIAN W. SMITH, *Associate Professor, Outdoor Education, Michigan State College, East Lansing, Mich.*

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Editorially Speaking

Spring

"For, lo! The winter is past, the rain is over and gone; the flowers appear on the earth; the time of the singing of birds is come, and the voice of the turtle is heard in our land."—*The Song of Solomon.* II. 11, 12.

Should Children Be Paid To Play?

Many people are not in agreement with the policy of discouraging the use of prizes in favor of ribbons for the many special events on our playgrounds. Perhaps an explanation is in order.

First of all, we want our playgrounds to be places where children learn. One of their important functions is to provide a safe place to play. . . . But we have a greater responsibility to the children and their parents than merely keeping them safe. The playground, its facilities and its staff, can greatly augment what parents are doing at home to help their children develop into fine men and women. We have a wonderful opportunity on the playground to help children learn to play creatively *together.* The importance of this part of their education is second to none. Children who learn, at an early age, respect for other people . . . . are more likely to grow up to be happy and useful members of the community than children who are encouraged constantly to try their hardest to "beat" everyone else.

Surely no parents can disagree with us so far, and yet reports of many little incidents here and there have caused us to become seriously alarmed about this matter of prizes.

A few illustrations, or rather questions, may help us to answer. . . . A ten year old girl came home from a dress-up party at the playground crying bitterly. She didn't win a prize. . . . At one playground there were only two entries in a tricycle parade. When questioned, the parents answered "Why should we go to all the trouble of decorating the children's trikes when they only get a ribbon for a prize?" . . . On another playground, a young boy was being encouraged by the supervisor to join a ball game. He asked "What's in it for me if I do? What is the prize?"

Is it too much to expect children to play for fun?

Certainly, the bigger and better the prizes, and the more of them, the greater the participation. But what of all the tears and broken hearts afterwards because "the judges were unfair. I should have the first prize." What of the youngsters so stimulated to win that they will cheat to do so?

Is there not a danger that the continued and in fact increased use of prizes is developing a group of children who are in danger of growing up with a very false set of values? One supervisor reports the following episode. A small boy about to enter a race, asked her "what do I win if I win?" She told him he would win the race. His reply was "No, but I mean what do I win?" When it was fully explained that he would have the satisfaction of having won the race, he didn't think it worth even running so he didn't enter it.

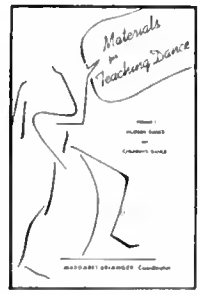
Parents can help . . . by teaching your children that it is fun to play a game, to run a race, to dress up for a parade. . . . by visiting your playground and assisting the supervisors with their plans, and if there is some money burning a hole in the treasurer's pocket — why not buy ice cream for all of the kids?—MARGARET FARR, *in the monthly bulletin of Ottawa Department of Public Recreation.*

"Gangfare"

United efforts succeeded in having a truce declared in "gangfare" in South Philadelphia, according to *Centerviews,* bulletin of the Philadelphia Recreation Department. For several months, United Neighbors and the department of recreation had been working hand-in-hand to solve the gang problem. The group was successful in calling a meeting at Seger Recreation Center, which was attended by twenty representatives of the gangs. All the representatives wanted the gang rivalry halted and invited each of the various groups to each others' social functions.

At a second meeting held at the Stanfield House, representatives from all the gangs were present, totaling over 150 boys and young men. It was unanimously agreed that the "hatchet" be buried. A grievance committee of five was set up to represent the "Sinners" and "El Toro" groups to iron out any problems that involve members of the groups. Each of the gangs promised to straighten out its own members.

Weekly meetings of the grievance committees are held, supervised by adult advisors from the department of recreation and United Neighbors, who aim to better channel the talents of the boys.



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From "Promotion, a Must," a paper presented at the League of California Cities Conference, in the "Success Symposium" on Recreation.

THE PLAYGROUND

As I sit here at my desk, a vision appears before my eyes. I can see a boy with tousled head and freckled face ambling up a sidewalk in an unknown city. He has time on his hands and nothing to do. Let's call him Bob. Listlessly he moves along, kicking a stone for want of something else to think about. He comes to an intersection and turns right. Remember, he turned right! Moving half-heartedly along he soon comes to a playground on which a ball game is being played. He stands by the fence, looking on. Soon one of the participants calls out, "Hey, you wanna play?" Bob becomes interested; and soon he is engrossed in the game. When he comes to bat he gets a double, drives in a run and immediately receives the plaudits of the group. He has found a recreation opportunity which may mean much in the days, months and even years that lie ahead.

The vision clears and I lean back in my chair, smiling over the plot of my little dream. But, I am brought up with a start by the thought, "What if Bob had turned left instead of right at that intersection?" I close my eyes, expectantly; soon the vision comes again.

There is the same old Bob, still looking "for something to do." He comes to the corner, shrugs his shoulders and turns to the left. Up the street he passes the corner malt shop. In front stand three or four members of the local "gang." One of them steps forward, challenges Bob's right to the sidewalk and, to back up his argument, clouts Bob on the side of the head. Bob immediately squares off with him and they go 'round and 'round. The battle rages for a couple of minutes and then the opponents back off, each with newfound respect for the other. Having seen that Bob is capable of using his fists, the gang accepts him as one of their own. Bob now has found some new friends. This haphazard meeting, and the resultant joining of the gang, might well mean the ultimate downfall of this young lad. Little by little, deviational and delinquent patterns may develop until he becomes enmeshed in habits too strong to overthrow.

As I ponder these two dreams, I am staggered by their meaning. To think that a casual choice, such as whether to turn to the right or to the left, could mean so much in the life of a boy. As I think on, I am troubled with another question. Why did Bob not know about the playground before he left his home that afternoon? Did someone in the local recreation department fail to utilize the various means of publicity to get the word out to Bob? I guess that is the answer.

The moral of this simple little story is that the provision of recreation facilities and activities is not sufficient unless the program is also promoted and publicized. Any product, no matter how good it may be, must be continually brought before those who are expected to purchase it. To illustrate, the tobacco manufacturers in America know that there are tens of millions of habitual users of tobacco in our country. Yet, they will spend over $33,000,000 annually to advertise their products.

As recreation administrators, ours is a task of continual promotion. Although this term has become surrounded with unpleasant connotations, let us lay these aside and utilize it in its proper setting. "To promote" means to advance, to further or to contribute to growth. Therefore, promotion in recreation is to initiate or accelerate the recreation program. This is our task.

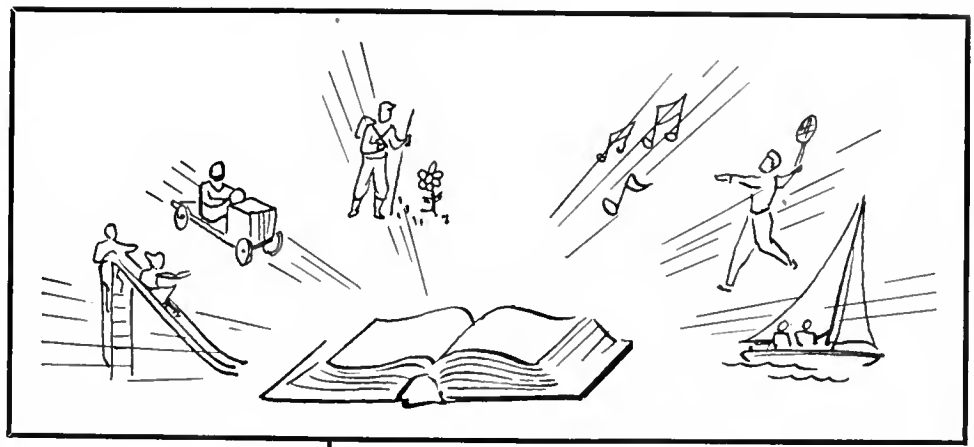
How can we best do this? There is no broad, all-inclusive answer. Each individual community will have its own particular means of advertising, publicizing and interpreting its program to the citizenry. These means must be explored, developed and utilized continuously. Our goal should be to be all-inclusive in our program, serving both sexes and all ages, disregarding racial distinction, religious preference or economic level. It is obvious then that, if we are to contact and inform these many and varied people, we must vary our promotional outreach.

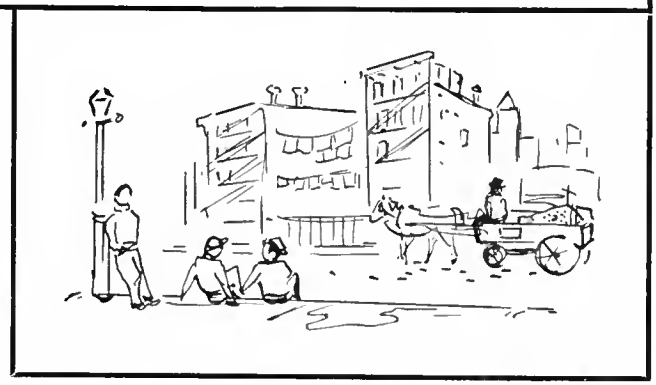
In this short space I cannot develop the promotional prospects, I can only briefly comment on a few of the more important and useful ones.

The best and easiest medium by which to reach the youth is, of course, the school. This necessitates a rapport with the schools sufficient to utilize their agencies to make contact whenever necessary. Such harmonious relationship is now being used, to the mutual advantage of both the school and the recreation department, in many localities. For a simple announcement the use of the school bulletin or the intercom system is often sufficient. Flyers, questionnaires, and so on, can be distributed by the teachers in their respective rooms if they are properly placed in their hands.

MR. W. H. WALLACE, *is the director of recreation in Hanford, California.*

STORY..





...To Tell it is a "Must"

W. H. Wallace

Many adults can best be reached by newspaper coverage. Anything that has happened or is about to do so is news. If the story is typed in newspaper style it often is readily accepted, and appreciated, by the person covering that particular department, such as sports, society, women's page, and so on. A regular column, such as a weekly calendar of events, is often acceptable to the newspapers, but will be printed only if it is submitted on time. A picture in recreation, as well as in all else, is often worth more than a thousand words. The recreation department should own a camera. If not, the local police department has one which can, in most situations, be borrowed for the asking. This eliminates the expense of using a professional cameraman. [See "Simple Rules for Good Photographs," RECREATION, June 1953, or send for a free reprint.]

The local radio station also stands ready to accept proposals from the enterprising recreation promoter. A regular weekly feature, on donated time, can, at times, be had for the asking. The sports announcer stands willing and ready to give a boost to all local sports activities if he is simply asked to do so. The program director is continually looking for local tidbits to spice up his regular program. Often he can be persuaded to have some event in the recreation calendar broadcasted, either "live" or taped.

Public meetings, to discuss some aspect of community life, are often one of the best ways to contact public-spirited citizens. Such meetings, when conducted properly, offer a fine medium to promote the program. Out of such a meeting, and the critical thinking aroused, citizen participation can often be secured and public support solicited.

All newcomers to the community should be immediately informed as to the availability of the recreation services. If the city utilizes such a person as a "city hostess" she can distribute promotional material to all the new citizens. If not, their addresses may be secured from the public utility companies and the literature can easily be mailed to them.

For special events a sound truck will get the word out in an expedient fashion. Such equipment can often be had for the asking at some local business house that uses this medium of advertising. If not, the necessary loudspeakers can be borrowed or rented from many radio repair shops and be attached to an automobile. This medium is one that tells the information rapidly to many, for little money.

These are but a few of the opportunities available. A yearly calendar of prospective events should be printed. Also, seasonal bulletins are in order. Properly placed posters are ideal advertising and can be made at little expense. Exhibitions and window displays of departmental activities are excellent. Announcements made in the local motion picture theaters reach many youngsters as well as adults. The time of annual or official reports can be publicized and used as promotional material. Speeches can and should be made to service clubs, PTA groups, and so on, from time to time to contact this element of the adult population.

PROMOTION IS A MUST. All else will fail, to a greater or lesser degree, unless we persistently, regularly and frequently tell the people from whom we get the money what we are doing with it.

Services for Youth

Assistance in the operation of community leisure-time enterprises should be recognized as a form of service especially appropriate for youth. Definite efforts should be made . . . to mobilize youth effort for the mutual benefit of youth and the community, and young people should share in the planning of programs.—From *Youth and the Future*, published by the American Council on Education.

Playgrounds in Action

Quick flashes showing some of last summer's pet ideas.

Special Events

Fantastic Horse Show.—"Any horse that isn't a horse" created a sensation on our playground. The entries included an oil painting of a horse, horses of plastic, plaster of Paris, wood, metal, and clay; stick horses and even horses made of paper sacks. Some of the horses were garlanded with wreaths of marigolds, bells, and ribbons. The classifications included the wildest looking, best home-made, funniest, prettiest, largest, and smallest.—CHRISTINE L. GANTLEY, *Dorah H. Merz Memorial Playground, Maysville, Kentucky.*

Soap Box Derby.—This was one of our most successful events. We used a wooden sled- or ski-slide located on the playground for the race. The slide was constructed of rough lumber with two-by-four framework. The boards were spaced two inches apart, horizontally, on the ramp surface. For this reason we borrowed lumber and nailed it vertically, down the slide, to make it serviceable.

For soap box derby we used old ski- or sled-slide, floored with vertical boards to make it smooth and serviceable.

At its highest point, the ramp was twenty feet and had a railing around the top and the two sides. We built a wooden lever arrangement at its top to release the cars for their descent.

A small area on one side of the ramp was used as a car pit. The tiny mechanics brought their hammers, nails, and oil to this roped-off section and serviced their vehicles like professionals.

The runway, over one hundred twenty-five feet long, was roped off to keep back spectators. White lime was used to mark off twenty-five-foot distances.

Catagories included both light weight and heavy weight divisions for coasters and for soap box cars. All coasters and cars with their drivers were weighed on a platform scale. Each contestant was given three trials and the best trial was counted. We used a portable microphone to announce each boy's trials, safety regulations, and so on.

First place in each division was won by the boy whose car rolled the greatest distance. At the time of our derby there happened to be a carnival in town and we were fortunate to receive complimentary tickets. The first-place winner in each division received a dime-store trophy and several carnival tickets. We awarded free tickets for second and third places also.

The boys used various materials to build their soap box cars. Many used the wheels and axles from old buggies and coasters. One boy whittled a broomstick for his axle. (He happened to win a first place in his division.) A rope used for steering was attached to the axle, near each front wheel. Rubber bands made from old inner tubes were used as stabilizers on the front wheels to make steering safer. Cars and coasters with pneumatic tires were prohibited because they would have given an unfair advantage to the few boys who had them. Cardboard and orange crates were used for the bodies and for trimming. The vehicles were painted with enamel and water paints, and some boys even painted numbers on their cars. Football helmets and heavy jackets were worn for body protection.

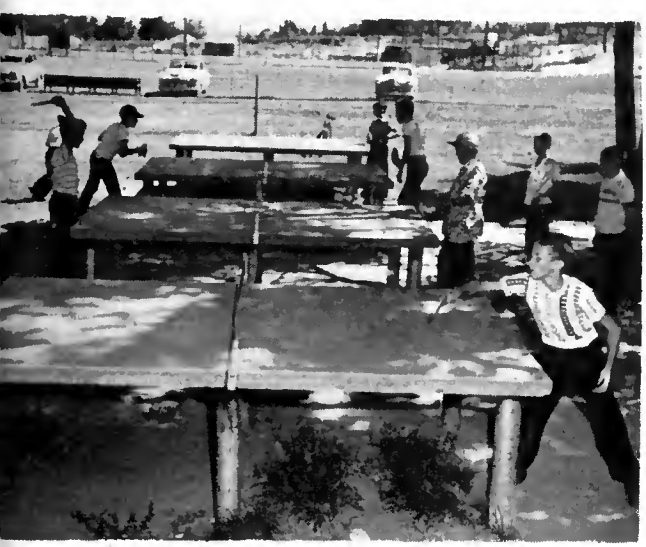
To publicize our derby, posters were made and put up in various places in the neighborhood. The local newspaper contained an article concerning the event. Then, too, boys from other playgrounds were invited to enter the race; and, as an added attraction, the girls sold root beer and cookies. —WALLACE HERMAN *and* JEANETTE HENSEL, *college-student playground leaders, Sheboygan, Wisconsin.*

Free Donkey Rides.—As a special playground feature, donkeys are transported in carts to the various playgrounds daily to give the children free rides. Hundreds of the youngsters squeal with joy when the donkeys appear. The rides have proved to be the most popular daily event on the playgrounds.—*Shreveport, Louisiana.*

Out of Town Trips

We've discovered, in Champaign, Illinois, that one of the biggest attractions we can offer is an occasional trip out of town. First in popularity is the annual trip to see a big-league baseball game in St. Louis or Chicago.

During the first two weeks of the playground season, our adult councils, junior councils and playground leaders meet to establish a "point system." Points, awarded for sportsmanship, participation, cooperation and other qualities, are earned for this trip. Leaders are responsible for keeping records on their children. We do not allow those under ten to make the trip.



Concrete ping-pong tables buzz with activity in Richland, Washington. No warping, storing or leveling problems here.

All money, except for meals and incidentals, is raised on the playgrounds by children and parents working together on all sorts of money-making projects such as carnivals, ice-cream socials, watermelon feeds, movie concessions, and family nights.

Permit slips, to be signed by parents, are sent to them with a note asking that the children be provided with adequate, but not too much, spending money. Parents are also notified that it is their responsibility to have the children at the station on time and to meet them on their return.

We usually charter buses as it is easier to supervise the children in these than it is in public transportation. However, this past year we used rail transportation. Arrangements, taken care of by the railroad, included the train trip, a sightseeing tour of Chicago before the game, a bus ride around Lake Michigan after the game, and box lunches on the homeward trip. Each child brought a sack lunch to be eaten at noon.

Individual playgrounds sponsor out-of-town trips to state parks and other points of interest. Usually these are one-day trips, but we have taken overnight camping trips as well as several weekend trips to Mark Twain Cave in Hannibal, Missouri. The financing of these is up to the playground sponsoring them. In come cases, we pro-rate the cost with each individual taking care of his own expenses. We never plan expensive affairs.

Our community has enough civic minded organizations which assist with the financing, when necessary, so that no child is kept from taking a trip because of inability to pay. —*From* Women's and Girls' Activities, *a bulletin edited by the Champaign, Decatur, and Springfield Recreation Departments.*

Final Report

The following final report is required of all playground supervisors by Pat Ruffin of the Wilson, North Carolina, Recreation and Park Department, according to the *North Carolina Recreation Review.* It is turned in on the last day, and helps her considerably in planning for the next playground season:

1. What do you consider the best part of your summer program?
2. What do you consider the weakest part?
3. What changes would you like to see?
4. What was your most difficult problem and how did you handle it?
5. What additional facilities and supplies are needed on your playground for next year?
6. Did you need more leadership? Where, specifically?
7. How can the training program be strengthened?
8. Do you feel that this has been a satisfactory summer?
9. Would you like to supervise a playground next year?

Character Building

From Memphis, Tennessee, Marion Hale, recreation superintendent, writes that the following—posted on all park bulletin boards as a step toward character building on playgrounds—received quite a bit of attention from the local press:

CHILDREN'S BILL OF RESPONSIBILITIES
—To God, My Country, My Parents and Myself.

1. Grow in character and ability as I grow in size.
2. Be honest with myself and others in what I say and do.
3. Learn and practice my religion.
4. Honor my parents, my elders and my teachers.
5. Develop high moral principles and the courage to live by them.
6. Strive for health in body, mind and spirit.
7. Respect the rights of others.
8. Set a good example so that others may enjoy and profit by my company.
9. Give honest effort to my work.
10. Regard my education as preparation for the future.
11. Obey our laws so that we may live happily together.
12. Preserve and strengthen our American way of life and government.

On the other hand atomic city girls vie for honors in the art of rope jumping. Contests are held on alternate weeks during summer months.

(NATIONAL MUSIC WEEK—MAY 2-9, 1954)

Singing City

Nettie Mae Merritt

THERE IS AN old popular tune saying, "Did you ever see a dream walking? Well, I did. . ." When I'm asked to put the Singing City story into words, I often have the feeling that I'm describing a dream that not only got up and walked, but began to sing! It began to sing (at least for me) in a most unlikely place—on a ship in the middle of the Atlantic Ocean. I like to think that the fact that I happened to be on that particular ship was not really a coincidence—but more like a small miracle. It could have been any other ship that was taking me home to the United States, after a summer of volunteer work in Belgium for the American Friends Service Committee. But it just happened to be the U.S.S. "Washington" —and it just happened that on board that same ship was a man named David Richie, who was a full-time worker for the Friends. David and I got to talking about our summer's experiences, and I voiced to him some of my concern over the fact that my musical experience, up to that point, had been confined to only one portion of the American community. When I went on to say that I had a crazy sort of a dream about some day finding a choral group which would represent all of the many racial, religious, and nationality groups which go to make up our country, David smiled and said, "Your dream's not so crazy. What you're talking about sounds to me like Fellowship House Choir in Philadelphia."

"Fellowship House Choir?" What in the world was this? Was it *really* the kind of choral group I had been picturing in my mind? David maintained that it was, and suggested that I write to Mrs. Elaine Brown, the director of the choir. Actually, it was a good four months later when I finally worked up enough courage to write to Mrs. Brown; I still couldn't get used to the idea that such a choir really existed, and I was almost afraid that a letter would come back saying that the choir had ceased to exist. My fears turned out to be unfounded. And the dream? Well, the night that I came up to Philadelphia for the first time, and heard the music drifting out of the windows of the building towards which I was headed, I couldn't quite believe my ears. It was jazz—but what jazz! The words made a pattern as I got closer. . . "We're in the same boat, brother. Yes, it's the same boat, brother. And if you shake one end, you're gonna rock the other. It's the same boat, brother!" Surely this must be the place . . . yes, it was. There was a sign marked "Fellowship House," swinging over the door of the building from which the song was coming—and the sign was rocking too, with the music! I opened the door, climbed up the long narrow stairs to the second floor where the choir was rehearsing—and stopped short. Because here was my dream—and what a lively, *vocal* dream it had become! The words of the song filled the room—

"Oh, the Lord looked down from His holy place,
Said, 'Lordy me, what a sea of space.
What a spot to launch the human race!'

So He built Him a boat with a mixed-up crew,
With eyes of black and brown and blue;
And that's how come that you and I
Got just one world with just one sky!
We're in the same boat, Brother!" *

And the faces of the singers shone and laughed as the song came pouring out of their throats, for this was a song sung by white singers and colored singers, by singers who were Catholics and Jews and Protestants, and even non-believers—by singers whose parents had come from faraway lands to make America their home. This was the song of America and of the world. This was the song of people who were happy together.

How did it happen—how did they get that way? And who started it? I had more questions than any one person could answer, but as I talked with the choir members and the director, after the rehearsal, the answers began to make a sort of picture in my mind—and the picture was called (you've guessed it) "Singing City"! Every picture, however, needs a frame—and in this case, the frame was fully as important as the picture because, without it the picture would never have come to life. The frame for the "Singing City" picture was an idea, an idea which took root in the hearts of some young Philadelphians about twenty-three years ago.

The idea, actually, was more than an idea—it was a strong belief that

NETTIE MAE MERRITT *is assistant, Singing City, Philadelphia, Pennsylvania.*

* From "The Same Boat, Brother!" by Earl Robinson and E. Y. Harburg.

Philadelphia could be a friendly city, if all Philadelphians put their hearts and minds to the job. Out of this belief came, some ten years later, a house—the one of my story—a house where all kinds of Philadelphians could come together and learn the ways of building a friendlier, happier city to live in. And there were so many ways of doing this—ways for everyone, whether eight or eighty! And one of the ways was, of course, through music. It turned out to be vocal music, because there was no money to embark upon an instrumental program. But the one instrument each person had, that he didn't have to go out and buy, was his own voice! So the people with the voices began to get together, and Fellowship House Choir was born.

Marjorie Penney, the director of the Fellowship House at 1431 Brown Street in Philadelphia, says that the first choir had more enthusiasm than talent—they looked wonderful—but their first vocal efforts were not always easy on the ears! But they made, as she says, a kind of harmony; and, somehow, this little struggling choral group hung together—no one knows exactly how, except that they knew they belonged together. Then, after several years of ups and downs, along came a fine musician named Mrs. Elaine Brown, who looked at these very ordinary singers, of extraordinary belief, and said to herself, "Now *this* is the kind of a choir I've been looking for—a choir that believes that people, all kinds of people, were born to sing together!" Under her warm and devoted leadership, recreation through music became more than recreation; now it was *re*-creation—the re-creation of love and respect for human personality. The singers sang—and as they sang the liturgical music of churches and synagogues, the folk music of all peoples, and the strong music of democracy, other choirs and choir directors began to ask, "Can't we share in this, too?" And so a conductors' group was formed—a group which shared music materials and ideas, and a group which finally put on the first annual Singing City Concert at the Academy of Music, in 1949. Since this first formal inception of Singing City as an organized program, each concert has drawn into its orbit more and more choruses and conductors.

I think of such choirs as the Lithuanian choral and folk dance group, who performed so enthusiastically that they nearly danced right off the academy stage and into the laps of a thrilled audience. And the Catholic boys' choir which was jammed and crammed into buses, coming all the way from Trenton, New Jersey, to hold everyone spellbound with the crystalline beauty of their singing of ancient Gregorian chants.

And the innumerable other wonderful choirs—synagogue and church choirs, industrial choirs, recreation center choirs (the Philadelphia Department of Recreation is taking a lively interest in the Singing City program, and is seriously considering the adoption of their techniques and materials in its many fine centers), school choirs, university choirs—almost every conceivable type of choir is represented in the Singing City picture.

You Can Obtain Guidance

Since that first Singing City concert, other schools of music have joined with Fellowship House in co-sponsoring the Singing City program, believing that people sing better when they have a big idea worth singing about. One of these schools is Settlement Music School, a Community Chest agency, which offers special training courses for both amateur and professional musicians, and fosters an extension program giving all kinds of Americans the chance to grow together, through the arts. Another sponsoring school is Temple University, which offers a new curriculum leading to what is probably one of the few baccalaureate degrees in choral conducting in this country.

If you are a community or a recreation leader, you can obtain guidance in planning a music program for your community or center; leadership assistance to get your group started in its musical activities; opportunities to share in combined concerts, festivals, and workshops; and invaluable resources for easing inter-group tensions through music. If you're a choral conductor or a music teacher, you'll find a variety of training courses offered through Singing City—courses such as conducting, choral techniques, choral literature, choral arranging; seminars on such topics as "Music As a Community Builder"; "Music in Worship"; "Music of Democracy"; and unlimited opportunities for the exchange of ideas and materials. If you're a student, you can get, through Singing City, the training and guidance necessary for an important career in community leadership as a choral conductor. If you're a member of any kind of a chorus, you will find in the Singing City program the chance to share your particular experience or cultural heritage, and enrich the lives of others, as you enrich your own. If you're a church or synagogue musician, you can share in a stimulating program of study and exchange in the field of music of the faiths. And if you're a composer, arranger, or writer, you'll

find that Singing City is intensely interested in new works in every medium for the needs of its many singing groups, and will offer you avenues of publication, and an urgent challenge to help create timely materials.

Future Plans

Right now as I write this, Singing City choirs, either singly or in combinations, are giving concerts with noted symphony orchestras. Their most recent appearance was with the Philadelphia Orchestra, under the baton of Eugene Ormandy, in a presentation of Beethoven's famed "Ninth Symphony," or "Brotherhood Symphony." Radio and TV appearances are also on the docket, and of course, in the spring, tours, festivals, and the annual Singing City concert. Plans are already under way for this summer's Singing City workshops and conferences, providing opportunities for work, study, and play at Fellowship House Farm, the 120-acre training center in Montgomery County outside of Philadelphia. *Singing City Music Series* will soon be published by the Mercury Music Company of New York. This series will include choral works in all mediums, as well as a Singing City songbook,[1] with folksongs from every country in the world and holiday songs from all the various religious and cultural groups which have so greatly enriched our country. A listing of the Singing City repertoire will also be available[2] in the near future, as well as recordings, pamphlets on special subjects of interest, and visual aids.

But these summations and descriptions of program don't mean a thing, without people. For in the final analysis, the Singing City program is first, last, and always, a program built on the belief that every human being is of infinite worth and of infinite dignity, and it is this deep-rooted belief which shines in the faces of Singing City choirs.

A choir went on tour this past summer to Europe, under the leadership of Mrs. Brown, director of Singing City. When the choir had returned to this country, Mrs. Brown received a letter from a professor of Heidelberg University in Manheim, Germany: "Your notes have meant more to us than all those from the ambassadors!" Manheim was reduced to rubble by American bombs eight years ago—and many of the people still live amid the rubble simply because there is no other place to live. To the people of Manheim America seemed to be a country which talked a great deal about "democracy," but often didn't practice it. Then, on a hot July night, the people of Manheim crowded into the town auditorium and not only heard a choir which was unsurpassed musically, but saw a choir reflective of every single racial and religious group in America. They witnessed the dream which is America—and they wept, because this was what they had longed to believe, but what neither bombs nor ambassadors had taught them.

What greater miracle is there, after all, than this—that the intangible threads of song should have the power of *re*-creating the long-forgotten bond of brotherhood—of bringing men back to a glad recognition of each other as members of one family—the human family? This, then, is the *real* story of Singing City—the story of people using their voices not only as a means of recreation, but also of re-creating each man's belief in the infinite worth and dignity of human life. And it seems to all of us on the staff of Singing City that this miracle can happen in *your* city—in your town. Philadelphia has no monopoly on this idea, so we'll be waiting to hear about other "Singing Cities." Do write and tell us of your experiences, or ask for further information on Singing City services outlined here. The address is Singing City, 1431 Brown Street, Philadelphia 30, Pennsylvania, and we'll be waiting—and wanting to hear from you! [If you write, please be sure to mention RECREATION magazine.—Ed.]

[1] Available this fall.
[2] Free. Singing City, 1431 Brown St., Philadelphia 30.

Visiting in Japan

Mr. and Mrs. J. D. Rockefeller, III, pictured as they were greeted by H. I. H. Princess and H. I. H. Prince Mikasa at luncheon in the Industrial Club in Tokyo. They were in Japan in connection with Mr. Rockefeller's presidency of the Japan-American Society. In the background, center, is Dr. Takashi Komatsu, president of the American-Japan Society, which was host for the occasion.

Prince Mikasa is honorary president and an active leader of the National Recreation Association of Japan which sponsored the tour of Mr. and Mrs. T. E. Rivers in Japan in 1952. The Prince and Mr. Rivers appeared together before many groups throughout Japan interpreting the recreation movement. His Highness is an accomplished folk dancer and frequently calls dances at recreation gatherings.

Meet Me in St. Louis

September 27-October 1

T. E. Rivers

Among familiar St. Louis sights is the Levee down by the Mississippi.

With the help of the 1954 National Advisory Committee, ne planning of another well-balanced program is just about ompleted for the 36th National Recreation Congress in St. ouis. The annual *Preliminary Pamphlet,* as it has come to e known, will be in the mail this month for all to see the opics selected for discussion this year and the general outne of activities for that busy last week in September.

Balance of content is very important in every Congress rogram. Each is planned as carefully as possible so that all ho are interested in recreation will find help: professional orkers, board members and volunteers, executives and staff iembers, big-city and small-town delegates, old-timers and ewcomers, whether from public or private agencies. In an ge of specialization there is recognition of special interests f many delegates. The attempt is always made to develop program which will encourage as many as possible to come o the Congress and to help all who do.

Committees

In addition to the advisory committee mentioned above nd the other committees listed in RECREATION in April, wo committees are hard at work on the programs for the pecial sessions for executives and for supervisors. Those ho have agreed to serve on the 1954 Executive Advisory ommittee as this issue goes to press are: James Grooms, Vellesley, Massachusetts; Roscoe M. Marker, Whitinsville, lassachusetts; Peter J. Mayers, New Rochelle, New York; obert D. Sisco, Livingston, New Jersey; Russell Johnson, linneapolis, Minnesota; Jerome T. Femal, Bloomington, ndiana; Ray Forsberg, Waterloo, Iowa; Kenneth M. Kurtz, asper, Wyoming; Frank Harnett, Long Beach, California; loward B. Holman, Fresno, California; R. E. Anderson, ichland, Washington; Kenneth M. Fowell, Great Falls, lontana; Miss Anna S. Pherigo, Lexington, Kentucky; T. . Belser, Montgomery, Alabama; William Keeling, Dallas, exas; and O. D. Johnson, Lake Charles, Louisiana.

The Supervisors' Committee, headed by Miss Theresa Chiesa, recreation supervisor, Denver, Colorado, includes the following: Miss Gladys Snyder, recreation specialist, California Recreation Commission; Miss Stella E. Hartman, Community Welfare Council, Milwaukee; Mrs. Nancy Swank, group work consultant, Child Welfare Division, Colorado Department of Public Welfare; Mrs. Permelia M. Dunn, special assistant in charge of cultural activities, New Orleans.

"Plus" Values in Conference Attendance

"A person who goes to a conference has to travel in two senses, not just one. We're all aware of the *geographical travel* required . . . Less apparent but more important from the standpoint of what the participants get out of the experience is the *social travel* involved. Every conference is a miniature society set up to assimilate, for the time, immigrants from various backhome cultures. Its aim is to produce changes in these immigrants through conference associations—changes which will modify, directly or indirectly, backhome practices and patterns."—Kenneth D. Benne and Charlotte K. Demorest in *Adult Leadership,* May 1953.

Congress Hotels

It is expected that practically all sessions of the Congress can be held at the headquarters hotel, the Hotel Jefferson, just as this was possible in Philadelphia last year. Those delegates who prefer to stay at the headquarters hotel should send for reservations now. Other cooperating hotels are the Statler, the DeSoto and the Mark Twain. Rates in these hotels are as follows:

	Singles	Double-Bedded Rooms	Twin-Bedded Rooms	Two-Room Suites
Jefferson	$ 6.00 to 9.00	$ 9.00 to 12.00	$11.00 to 14.00	$24.00 to 37.50
Statler	5.00 to 11.00	7.50 to 14.00	9.00 to 16.00	28.50 to 30.00
DeSoto	4.50 to 7.50	6.50 to 10.50	8.00 to 10.00	16.50 to 19.00
Mark Twain	4.00 to 7.50	5.50 to 9.00	8.00 to 9.00	12.00 and up

Please write directly to the hotel of your choice in requesting reservations.

MR. T. E. RIVERS *is the assistant executive director of the NRA and secretary of the National Recreation Congress.*

John T. Howard

PLANNING FOR RECREATION IN THE MODERN CITY

Part III (Continued)

Plan Preparation

The third stage of the operation is the working out of the over-all plan of recreation areas for the future. In effect, this is a process of applying the standards to the map of the city—not the city as it is today, but as it will be in the future, with residential areas expanded in some locations and shrunken in others, and with population densities and composition probably markedly changed.

Up to this point in the process, one might ask why city planners are involved; has it not all been a job for recreation specialists? The answer is that in most cities the recreation personnel are primarily oriented to operating recreation facilities rather than to designing them. They have much knowledge and much understanding to bring to the processes of standard-setting and survey. The contribution of the city planning specialists is principally in techniques of map presentation and survey analysis so necessary to make the standards and survey material "talk," and also in providing much of the non-recreational data essential to the survey and evaluation: population material, data on land use, and the like. A team operation, using both kinds of skills, is far more effective and more valid than an attempt by either kind of specialist to do these jobs alone.

Once the system-planning stage is entered, the contribution of the city planners is more clearly essential. Recreation areas, once purchased and developed, are fairly permanent; there is substantial waste incurred in abandoning them and replacing them elsewhere. So it is important that the plan for a new system of recreation areas be long-range—an integral part of the comprehensive plan for the future growth and development of all aspects of the physical community. It must fit future land-use patterns and population distribution patterns, which are almost sure to change, which can to a fair extent be predicted, and which indeed are often deliberately planned to be changed. It must fit with locations of major streets and express highways; some of these may exist, but others are yet to be built. (In some cases, a recreation area may be so important and so tied to a specific location that it will be the plan of future streets that must be changed to fit the needs of the recreation system.) There are other features of the over-all city plan with which recreation facilities must also be coordinated; probably the most important of all is the school system. The significance of closely related systems of schools and of play areas is clearly great, not only from the point of view of physical layout and economy of development, but also from the point of view of economy of maintenance and operation, and quality of both educational and recreational programs.

The process of preparing a plan, of determining the type, size, number, and location of recreation areas for the future, is from the purely technical viewpoint most efficiently performed by locking up the team of technicians in a back room until the plan is finished. But this is a short-sighted efficiency which may well doom the finished plan to a moldy death on the shelves of that same back room. This is going to be a plan *of* the community and *for* the community. The extent to which it will be followed by the community depends in large part on the extent to which the community can feel a sense of participation, almost of ownership. The technicians will do well to share with the public, the various citizen groups, every step of the operation that they can.

It is a mistake, however, to offer to let lay groups—say a neighborhood council—prepare their own plans. Being neither recreation nor planning technicians, they are too likely to come up with cock-eyed ideas that won't work, or that will cost too much, but to which they stick with all the pride of

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uthorship. The effective middle course s to try to establish something of the elationship that exists between a client nd his professional adviser. It is well o review with the local groups the rec-eation problems of their area; to bring ack at a later meeting a tentative plan. r alternate plans, whose relation to hose problems is clear, for their com-nents and criticisms; and ultimately to ome out with a final plan only after ts main features have been hashed over ufficiently so that there can be a fair neasure of confidence that it will be ccepted and approved by at least a najority of the people and groups ffected by it.

This will have been an educational rocess. The citizens, and the officials—ouncilmen, board members and so orth, who also must not be left with-ut a sense of participation—will all ave become familiar with the plan, and he way it was made. It will in a very eal sense be the community's plan. The echnicians, too, will probably have earned something. In the course of the peration, they will very probably have ad to go back and recast some of the ork of survey and evaluation. They nay even have to go back further and nodify some of their basic standards. t is even possible that the broad policy-oals set up at the very outset may have een somewhat modified, as the pat-ern has emerged. For a good plan can ever be a perfect ideal. It must be ractical, in the sense of being realiz-ble, within the financial and geograph-cal and social resources of the commu-ity. A goal must be tested, by trying it ut, at least on paper, before it can be inally adopted as a guide to action.

The plan, however, is an educational locument in yet another way. Just as he survey set the size of the planning roblem, so the plan sets the size of the ulfillment problem. It becomes the neasure of how much money it will ake, and how long it will take, to bring he community's recreation system up o the standards that have been accept-d as objectives.

The Program for Action

It is almost certain that the plan, as a ong-range view of necessary and desir-ble recreation system improvements, will be beyond the immediate capacity of the municipality to build and put into operation. Measured against capacity and willingness to foot the bill, it will probably be a task that will take twenty, thirty, or even forty years. It is therefore an essential final stage of the planning operation to develop a step-by-step program for the fulfillment of the plan. This is important because, with so much of the plan deferred for so long, only the most urgent things should be done first. It is also important because a thirty-year look is too long for most people—"If it's going to take that long we'll never get there." The only way a community can be started on so long-range a project is to be helped to see its way. The program, then, becomes the bridge across which the community can be led to start toward the distant goal.

This action program is usually geared to the community's capital improvement program, which is normally a five- or six-year program for all capital expenditures and public works. The annual preparation of this program is the job of the planning agency, which recommends it to the mayor and council who share the authority for putting it into effect. It consists of a schedule for proposed land purchases and project construction, which sets all of the community's needs for permanent improvements into a pattern of relative urgency whose timing is tied to the fiscal resources that can be foreseen. Here recreation projects must take their place alongside projects for highways, sewers, airports, schools, and a host of other public works. But within this comprehensive pattern, the recreation projects themselves must follow a pattern of logical sequence.

Here there is a need for establishing criteria of priority: another set of standards, they might be called, to guide the choice of specific items from the long-range plan. Such criteria will obviously be aimed first at plugging the biggest gaps in the present system of facilities. Thus they are in the first instance derived from the survey-evaluation material, and its measures of inadequacy. There is obviously a variety of ways in which inadequacies can be compared: one of the easiest to calculate is the number of people unserved. For instance, all the people may be considered to be unserved, in respect to a given type of recreation area, who live beyond the standard access-distance from any existing area of that type. Also, if according to the area-population-ratio standards, an existing area is only half big enough to serve the people within its service distance, then half of those people can be considered to be unserved. If figures like this are worked out for each part of the community, and then expressed in terms of the varying percentages of the population of each part that are unserved, there results an effective comparison of the relative inadequacy of the different parts of the recreation system.

This kind of calculation offers a rough measure of the relative urgency of action to remedy the inadequacies. It is, however, probably too rough to be used alone. Other differences between neighborhoods may have to be considered. An analysis of residential density offers another aspect of urgency; presumably, families living in elevator apartments without yards have more immediate need of public play space than families in single-family houses with sizeable yards (assuming, that is, that population composition is approximately the same). A third criterion might be the comparative rates of juvenile delinquency in one neighborhood or another, on the theory that provision of an adequate recreation program where none exists will tend to reduce delinquency. This kind of sociological approach can be carried as far as your data and your conscience will permit; it might even be argued that high-income families without local recreation service can drive to the country, or normally leave town for a long summer vacation, and therefore, their need is less immediate than that of low-income families who have to stay put.

These examples should be sufficient to show that in any community a series of locally valid criteria can be set up, to show, among the various parts of the

community and the various types of recreation areas, just which specific projects in which locations are the most urgent.

This objective approach, however, is not sufficient to serve as a valid guide to an expenditure schedule. Another important factor is availability. This applies especially to proposed sites for recreation projects that are now vacant. In a community that is growing at the edges, as most of them are, the comprehensive plan is likely to look forward to still further new fringe development; the recreation plan will therefore be proposing a system of recreation areas in these outskirts, taking advantage of empty lands not yet built up. Here, the urgency feature based on social need is likely to be very low, or even non-existent. But there is another kind of urgency: the danger that, if these sites are not snapped up promptly, they will be built upon. If that happens, the chance to get play space in the right place will be lost, or even perhaps the chance to get any play space at all, except at prohibitive costs involving buying and demolishing new houses. Since these rapidly growing areas are now having stamped upon them a pattern of development that will constitute the neighborhood environment of many families for half a century or more, it becomes vital to the future of the community to make sure that the pattern is a sound one. We cannot afford to be faced again, in these new sections, with the task we already face in old areas of correcting past mistakes and carving out breathing space at great expense.

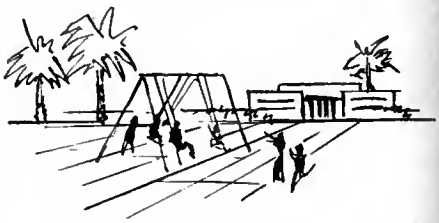
This suggests a second parallel system of criteria, relating to the availability of project sites and the relative danger that they will be built up and lost. For instance, if a growing neighborhood has three possible playground sites of almost equal quality, it is not so serious if one of them is built upon; but if the neighborhood has only one site vacant that meets the standards, prompt acquisition of that land becomes absolutely essential.

The probable result of applying these two systems of criteria will be a double set of priorities, and in effect a double schedule of projects selected for early action. Those in the older, inner areas, chosen on the basis of need for recreation service now, will be projects for the immediate development of facilities, perhaps even on inadequate sites to be gradually expanded. Those in the newer, outer areas, chosen on the basis of perishable availability, will be projects merely of land acquisition, with site development and recreation-program operation deferred until the need for service becomes compelling.

The balance in the proposed action schedule between these two series of projects will depend in part on their relative cost and the amount of money allocated to recreation, and in part also upon certain political realities. To win sustained community support for the program, it must propose a balance of progress among the different areas of the community. If even the best-served neighborhoods are not adequately served, they or their representatives will not vote year after year to spend all the money on raising the standards of other neighborhoods with no prospect of improvement for themselves. Completely "scientific" objectivity in setting up an action program may result in no action at all. In order to win widespread public approval and political concurrence, the priority schedule must be so devised that it will bring all parts of the community up towards "standard" at about the same rate, so that the whole community will reach the goal at about the same time.

Thus an impartially but realistically devised priority schedule can serve essential educational and political purposes. If completing the whole plan will take thirty years, a six-year program will carry into reality a fifth of what needs to be done. Six years is a short enough time to be grasped by the voter and the member of the city council; and one-fifth is a big enough fraction to seem like worthwhile progress. Six years is also long enough so that projects from most parts of the community can be included, without slighting the areas in most urgent need. Here again is the process of political and public education worked into the mechanics of developing the plan.

And here again, in this stage of programming for action, the participation of public and political interest should be sought. It is not enough to have sound criteria and apply them wisely; before the program is crystallized, and at a stage when it can still be modified, the civic groups and the officials should have their chances to influence it. This is also the best chance for the technical team to influence them. If the councilman from Ward Three can be told, informally and in advance: "No, we don't have that playground in your ward in the program for this next year, but we do have it for four years from now. The reason for the delay is that the need is even more urgent in Wards Seven and



Nine, as you can clearly see from this table of priority factors. You can take this story back to your constituents and explain it to them!"—there is a good chance, even with a politically-minded city council, of getting agreements to a program couched in terms they can understand, and reaching far enough into the future to benefit the whole community.

Tools for Plan-Fulfillment

The final disposition of the recreation area plan and the action program is out of the hands of the technical team and the advisory and operating agencies that have nurtured them into being. But the stage of plan-fulfillment is not beyond their interest. They may, indeed, be able to advise the community not only what to do and when to do it, but some of the ways to do it. The plan and program call for the acquisition of certain sites, and their development into recreation areas. The tools for accomplishing this may involve some new devices.

The first step is the acquiring of land, and there are several ways of doing this without buying it. Some special sites may be given to the community; this of course is how many of our older parks were acquired. In undeveloped areas where raw land is in the process of being converted into house-lots by subdivision, the community may require the subdivider to dedicate the sites for play areas and schools needed to serve

is lots, as well as for the streets to be built. In other districts, long-dead vacant subdivisions may become forfeited or tax delinquency, and the land that thus becomes publicly owned may, if it is suitable, be developed for recreation, or if it is not suitable may be traded for sites that are. In blighted areas, urban redevelopment projects for residential use or public housing projects may be required to reserve some part of the cleared sites for recreation purposes. All of these are ways in which progressive communities are building up their inventories of sites for recreation. Alert planning and recreation agencies will do well to explore the local opportunities for these bargain-basement processes, and to pass along to the officials these procedures for plan fulfillment along with the submission of the recreation plan and priority schedule.

Weighed against the total job to be done, however, these devices are only a partial measure. The most important tool for plan fulfillment will be money. Most of the necessary land acquisition, and all of the site development—the paving of hard-surface areas, the installation of equipment, the planting of trees and grass—these will have to be paid for out of public tax funds. Since these are all permanent or "capital" improvements, the normal source for these funds is long-term borrowing, financed by bond issues.

Bond issues are political issues. In many states and cities, they require a favorable popular vote; elsewhere, they require approval from the city council or other legislative body. If the community faces a long-term program because it is so far behind the standards that it will take decades to catch up (which is true of ninety-nine cities out of a hundred), this process of bond-issue borrowings for recreation improvements cannot be done once and for all; it will have to be repeated every few years for a long time to come.

This is the point, or rather the series of points, at which an effective program of citizen participation in the planning process will "pay off" in a very literal sense. If the procedures outlined here have been tactfully and sincerely practiced, the voters and politicians of the community will have had a genuine share in the setting of standards and the determination of policy, in the evaluation of the existing recreation system, in the formulation of the long-term plan, and in the setting up of the action program to be financed with these funds. They will have learned what proposed improvements will mean to them and their families and constituents. Most important, they will feel that this is their plan and program. How can they not vote for it?

The success of the first major political test of the recreation plan will be a measure of how well it has been conceived and developed. It is a laborious operation, not to be carried through in a few months or a year. It is not over when the first bond issue has been passed. There will be other political tests, some city-wide, some local. There will be need for continuing education, repeated efforts to sustain the level of citizen concern necessary for long-range accomplishment. There will be need, too, for continued technical work, constant minor adjustments in the plan, and occasional complete revision involving the whole process over again. Nothing is more sure than the fact that the next decade will bring changes that cannot be foreseen, which will affect population composition, rates of city growth, and the standards themselves. In fact, an improved recreation program operating within improved recreation facilities is likely to increase the community's appetite for these things, and require a successive lifting of sights.

This process of recreation-system planning, then, like the process of comprehensive city planning to which it is so closely tied, is one that can never be considered finished. Like all the important aspects of our living democratic society, there will always be new frontiers.

Playground Issue Quiz

. Can you name six or more effective ways of telling your playground story to your community? For answer—see ages 268-269.

. Describe a playground "fantastic horse show." For answer—see page 270.

. What is the experimental work being done in the Hayward Area of California? Has it been successful? For answer—see pages 280-281.

. What new program idea is being developed on many playrounds? For answer—see page 282.

. What recently retired, well-known superintendent of recreation says, "It is on the playground and in the recreation enter that the brotherhood of man is demonstrated?" For nswer—see page 285.

. What is the "Idea of the Month" for playgrounds? For nswer—see page 286.

7. Can you describe the new hydrant spray cap used in New York City last summer, and give its cost? For answer—see page 303.

8. What progressive step has been taken by the division of recreation in Cleveland recently? For answer—see pages 304-305.

9. What new piece of equipment is a howling success on the playgrounds of St. Cloud, Minnesota? For answer—see pages 306-307.

10. Did you get any good ideas from the safety program of the Richland, Washington, playgrounds? For answer—see pages 309-310.

11. What New England program idea developed into the "program of the year" for Concord? For answer—see page 294.

12. Where, without transportation, can you take an interesting field trip? For answer—see page 298.

Paper cutouts are a part of the craft program. School allows use of equipment and supplies for such activities.

PLAYGROUND PROGRAMS

WILL THE RECREATION district conduct a summer recreation program for our children this year? This question was coming from parents of cerebral palsied and mentally retarded children. With misgivings our district decided to conduct a playground program on an experimental basis in cooperation with the Cerebral Palsy Association of Alameda County and the Association for Retarded Children of Southern Alameda County. Other groups who assisted were Hayward Elementary School District and Castro Valley Elementary School District of the Alameda County Schools and, of course, the parents. Fear of having inadequately trained personnel and insufficient facilities made us hesitant to enter this new field.

Planning meetings were held with groups requesting the recreation programs and, after approval by our advisory board. we set up the organization for operation. We provided leadership for both programs, made arrangements for sites and equipment, and planned activities. The purpose was to provide a regular playground program wherein these children would participate in activities being provided on the other playgrounds in the district which, in turn, would help them to become socialized and to play in and with other groups.

The final report for each group was divided logically into three sections covering pre-planning, operation of program, evaluation:

MISS JUNE C. YEATES *is general supervisor of the Hayward Area Park, Recreation and Parkway District in California.*

RECREATION PROGRAM FOR CEREBRAL PALSIED CHILDREN

Planning—Meetings with superintendent, supervisor, occupational therapist of Sunrise School (site of the program), instructor in charge at the school, and representative of parents' association were held. A meeting with United Cerebral Palsy Association representatives, director of special schools and classes of Alameda County schools, and other recreation department leaders in Alameda County conducting like programs, was followed by several meetings at the school with Mrs. Berrettini (occupational therapist) and myself. Later meetings included the recreation leader and parents.

The program was set up to run eight weeks, in the afternoon, with children transported by school bus. Registration forms, sent out to students of the Sunrise School, included information regarding group experience, hobbies and limitations of children. Ages ranged from five to eighteen, both boys and girls. The program was planned on a daily, weekly and period basis, and included a trip every other Wednesday, with parties on alternate weeks.

The schedule of volunteer leadership was set up, with an average of two parents helping each day; and a committee of three helped with transportation—they went on the bus to help with supervision during the trips, and the bus driver and matron also helped.

Craft supplies (such as modeling clay) were purchased by the United Cerebral Palsy Association. The school allowed the use of all their equipment—special chairs and tables, phonograph, records, books, paper, and so on, for crafts. Hayward Area Recreation District furnished athletic equipment.

Program—In addition to trips, this included movies, music, dramatics, and marionettes.

Enrollment was eighteen, but attendance averaged twelve, and total attendance by actual count was 566. Light refreshments, served daily in mid-afternoon, were furnished by the United Cerebral Palsy Association and the parents.

Evaluation—The success of the experiment was owing, in great part, to the recreation leader. She was very interested in the group, knew each one in it, and created an atmosphere of friendliness and fun. She was a twenty-year-old

June C. Yeates

...ndicapped Children

In Hayward Area, California

junior student, majoring in physical therapy at Stanford, who had some pre-training on several playgrounds of our district before her program started at Sunrise, and was acquainted with our activities and facilities. She also was an instructor with the swimming program. Her previous experience had been as a camp counselor for three summers.

Recreation Program for Mentally Retarded Children

Planning—A meeting of the recreation superintendent with representatives of the Association for Retarded Children of Southern Alemeda County, the recreation chairman of the School for Retarded Children in the San Lorenzo area, and the representative from Fuller School in San Leandro, was held to discuss the project.

After the advisory board approved the project, several meetings were held to outline the needs of the children, and the day, time, site, and volunteer leadership available. Then there were meetings with this group, the recreation leader, and myself to plan the detailed program of operation. (June 19 we met at the school site, toured the area, and mapped our areas of play.) The recreation leader assigned was a teacher in the San Lorenzo elementary schools with a special credential in physical education. She was experienced in crafts, low-organized games, folk dancing, dramatics, and athletics, with special training in swimming. She had worked one summer for another recreation department and had been a Girl Scout leader for one summer. She was twenty-two years old.

Facilities, provided by the Castro Valley Elementary School District, included a large room (kindergarten with lavatories adjacent), patio adjoining kindergarten room, and regular school playground, including volleyball, basketball and tetherball areas.

Program—Attendance at Chabot School was 420 by actual count for the period of operation. Eighteen boys and girls, ages six to nineteen, signed up. No registration form was sent out ahead of time, and I think this would have helped; as it was, word was spread by parents, newspapers, and at the Luella Fuller School.

Cooperation of the Hayward Soroptomist Club was excellent. They provided refreshments for parties every Thursday, beginning the first week and concluding with a party-picnic after swimming class on August 6. Refreshments of cookies and juice, served other days, were provided by the Association for Retarded Children and the parents.

Volunteer leadership, provided every day, averaged four parents, who provided transportation.

Activities included: trips; talent show; crafts: making of spool marionettes: record playing and listening; singing and singing games; checkers, chinese checkers, jig saw puzzles; games of active and semi-active type, both indoors and outdoors. Most of the games were played indoors because of the tendency of the children to wander off. They liked circle games, such as Drop the Handkerchief and Cat and Rat, and mimetic games.

The group helped to decorate the room, using pictures they had colored for murals around the walls. The leader brought plants and the children cared for them and watched them grow. A playground council was organized and helped with the care of the room as well as with special activities. On Wednesdays, party favors and hats were made in preparation for Thursday's party.

Evaluation—Transportation and pre-publicity were problems; however, I feel that even though the group was small it was successful. The spirit fostered by the recreation leader was very healthy and friendly. She also helped with the swim program during its first week and the children, knowing her, were much easier to handle. The rest of the swim instructors did an excellent job—never showing displeasure with the group but using a great deal of tact and patience. After the swimming classes for this group, the children met in Memorial Park and had a recreation program of crafts or a short hike, or playing on the apparatus, or stories, and then lunch.

Playing tetherball. Activities include games, both active and semi-active in type, that may be played indoors or out.

Would we be willing to continue this program in the future? Our answer—an unqualified "Yes." We are now completely sold on the program and look forward to next year. Someone said, "All you have to do is look into their eyes and you forget everything else." This statement is true, as our leaders found out.

Crewmen beside the high silver spaceship built by head carpenter, Will Kretschmar.

Destination SPA

Thyra E. McCary and Jeanne Dawson

Coincidence!

All unbeknownst to each other, Austin, Texas, and the NRA Program Department selected SPACE-TRAVEL as a summer theme! Read this article—and then follow up with the space-minded *1954 Playground Summer Notebook.

Space helmets on . . . . . Contact . . . . . Sisssssss . . . . . *Boom!* . . . . . Whoooooooooooooosh. They were off in a shower of rocket sparks to make an exciting visit to the planets of this vast universe.

The occasion for this trip was the twenty-fifth annual playground pageant of the Austin (Texas) Recreation Department, held in our City Coliseum on Wednesday, August 19, 1953.

How did we hit on a space theme? During a creative painting session for the Southwest District Conference last spring, one of our assistant supervisors suggested a "space" theme for a department pageant since the boys and girls are so space-conscious these days. That did it! Our theme was arranged and all gears and wheels went into action for "Destination Space."

The spaceship, "Princess," was named for a character in a local television show and was operated by a crew of four children from Pan-American Recreation Center. Passengers were six boys from the Children's Theatre, and Abner, the spaceman. Abner played a very important role as it was he who escorted the boys through the trip and protected them from the possibly hostile planet people.

Abner is known to children of Austin through his appearances on "Uncle Jay's" television show. However, Abner cannot communicate directly with anyone but Uncle Jay (Jay Hodgson), who acted as narrator for the show. The boys from Children's Theatre came to see Uncle Jay and talk to Abner about space. So, Uncle Jay said that he would try to contact Abner. He explained that this was not his regular time to contact him, but that he would try.

Uncle Jay was successful, and as Abner lumbered onto the stage, dressed in a heavy asbestos fire-fighting suit with a space helmet on his head, the boys deluged him with a shower of questions. Uncle Jay hushed them so he could understand what Abner was trying to communicate to him. A loud shout came from the boys as Uncle Jay told them that Abner had said that he would take them on a trip through space so they could see for themselves what goes on there.

The supervisor of drama for the Austin department wrote and directed the pageant. Technical aspects of the show were produced by Harold Klein, special events supervisor during the summer.

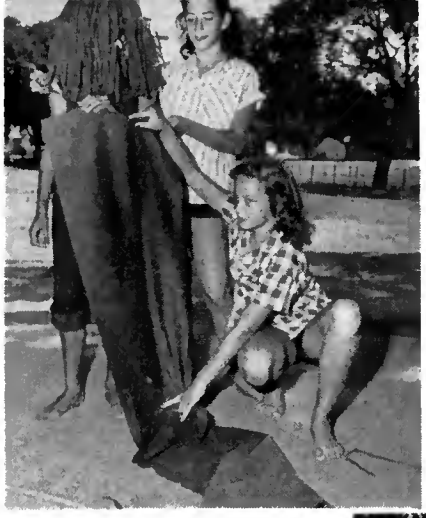
The great silver spaceship, twenty feet high with a peaked top and wings attached, was constructed by the ingenious Will Kretschmar. "Mr. Will" is head carpenter in the department's maintenance shop, and this was the twenty-fifth annual playground pageant for which he built the props.

Staging of the production was accomplished by dividing the stage into three parts. Uncle Jay and the TV studio were down stage left; the spaceship was down stage right; and the planet people appeared center stage. Lighting and sound effects played a great part. The lights gave us the feeling of whirling through space and time, while from the sound crew

Miss McCary *is supervisor of publicity and* Miss Dawson *is supervisor of drama, Austin Recreation Department, Texas.*

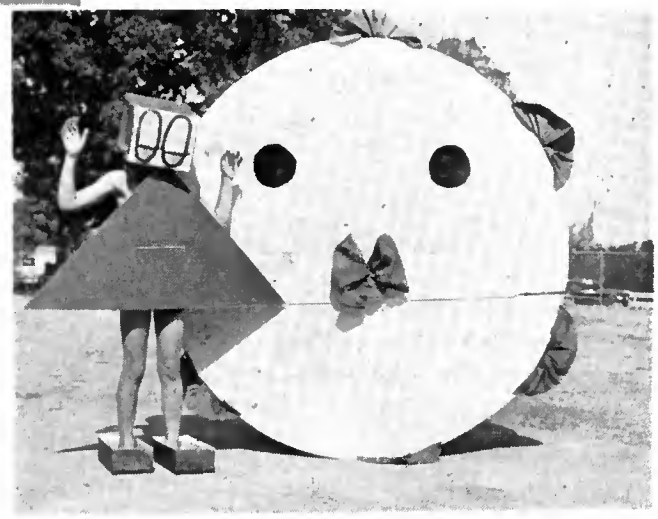
* Now available. $2.50 ($2.00 for NRA members).

Uranians. These bird-like creatures tap danced for crew of spaceship visiting their planet. The costumes are black, with red combs, yellow bills, and batlike wings under arms.



(Left) Neptunites in the act of preparing one of their weird costumes for the coming pageant. For complete description see the end of this article.

Plutonians. Triangle lady and round man are the version of Pluto's inhabitants. Man was moved in way so as to seem to be turning in semi-circle.



came great atomic vibrations which projected our imaginations into outer space.

Bird-like creatures from Uranus, radio men from Mars, spindly and wiggly creatures from Neptune, large round men and triangle ladies from Pluto, weird black and white creatures from Mercury, and many others were represented by the 250 children from the seventeen playgrounds which participated in the pageant. Costumes were created out of the imaginations of the playground leaders and the district supervisors. Most of them were from original sketches by Mrs. Jean Kubala, North District supervisor.

Costumes were made from inexpensive and easily available materials such as paper sacks, crepe paper, cardboard boxes, coathangers, featherboning, and cellophane. Weird, special and out-of-the-world effects were achieved by the imaginative use of paints. The only costumes which were made completely of cloth were the bird-like creatures from Uranus. These were fashioned of black cloth from head to toe with a red comb on top of the headdress and a long yellow bill over the nose. Black bat-like wings completed the costumes.

Perhaps the most unique costumes were those worn by the Neptune people. These were created by making three progressive-sized hoops from coathangers. These hoops were covered with wall canvas and strips of green crepe paper were hung from the hoops to cover the actor's body. Individual battery units created lighted antennae-type eyes for these incomprehensible creatures.

Other very interesting costumes were the ones worn by Mercurites which were made from cardboard boxes and brown paper sacks. The boxes were used for the bodies and were painted black with white markings. The paper sacks were painted with faces and the nose holes in the sack served as "eyes" for the person wearing it. Sacks were also used to cover the hands and feet of the people. The legs were covered by blue jeans.

The show-must-go-on-spirit prevailed over the department on the afternoon before the evening performance, as a "Texas cloudburst" caused the removal of scenery, spaceship, lights, and children from the original site, at the outdoor Zilker Hillside Theatre, to the City Coliseum.

As the director tore her hair and the technician rushed around frantically, the maintenance crews worked feverishly to move and re-set the pageant. Publicity about the change of location was released over local radio stations, and as the last weary crew member slipped out of the Coliseum, the audience began to arrive. On time, the Austin Municipal Band began the overture, the house lights dimmed, and the stage lights came up for the performance.

The children, with the able and experienced help of the playground leaders, were made-up, dressed, assembled, entered, and exited—on cue!—to entertain the two thousand spectators who were unaware of the hectic four hours which preceded the smoothly running show.

To carry through the theme, and to keep in touch with Earth, the boys called Uncle Jay after each landing to report on what they saw and what their next stop would be. An example of Uncle Jay's conversation follows:

"How do you feel? . . . Dizzy and air sick? Well, better chew some of that air-sick gum I gave you. How did you like Venus? . . . A square dance? . . . That was Earth-like. Now, in order to reach the next planet, Mars, you will pass over Earth. . . . Oh, you see it now? How do we look? . . . Now you know you can't see Texas from way up there. Oh, I forgot to tell you that we have reason to believe that the Martians are very radio minded and have been trying to get in contact with Earth. It is believed

that they operate an interplanetary radio relay station. . . . You're there? O.K. I'll talk to you later."

The boys were able to endure the varied climates of the planets because of the fantastic chemical qualities of their space helmets. These "all-purpose" helmets allowed them to breathe, walk, live, and communicate with the planet people.

Martian. Radio man wears costume painted with radio-like symbols, greets and introduces dancing stars to visitors.

Inhabitants of each planet entertained their visitors with a dance, or pantomime, and refueling took place on the Milky Way. There, a great silver hose was used to fuel the ship, while the Big Dipper dipped candy bars out of the Milky Way for the boys.

The dances were very simple, incorporating tumbling, ballet, tap, and modern dance. The Tumbling Stars of the Milky Way were dressed in white shorts and shirts and wore six-pointed stars. The stars were made from featherboning covered with silver metal foil. Their entertainment of the visitors was a variety of tumbling acts which ended in pyramid formation.

As mentioned previously, a square dance was presented by Venus. Mercury's creatures presented a military drill and tap routine. Saturnites performed a modern dance in which they wore flowing white robes of cheesecloth draped over their heads and falling to the floor. This was very eerie, and they seemed to be dancing in space.

After each visit, the boys secretly took on board the spaceship two of the planet creatures. Upon arriving on Earth, they told Uncle Jay what they had done as the creatures filed out of the spaceship for the grand finale. Uncle Jay praised the fine looking group and called for a round of applause from the boys and audience. Then he ushered the creatures back on the spaceship, commanded Abner to return them to their homes, and explained to the children that they must be taken back in order to survive. The band played a farewell song as the boys and Uncle Jay waved good-bye to the giant spaceship speeding off with the new-found friends aboard.

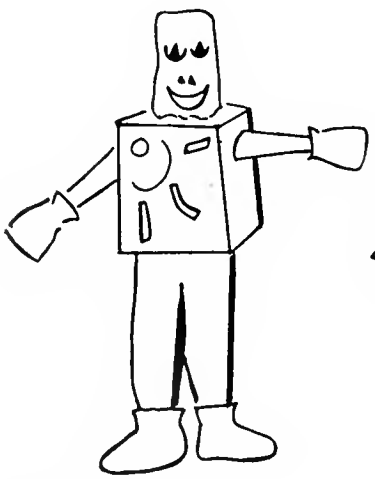
Costumes

Neptune—Coathanger frame, covered with fringed crepe paper, fits over head for headdress. Battery wired to each globe in eye for lighted effect. Body is made of three rings of coat hanger wire with wallpaper canvas cover (drawstring around neck). Four layers of crepe paper stitched on top of each ring and fringed.

Mercury—Paper sack mask for head, with nose holes cut out for child to see through. Square cardboard box body with hole cut for head. Paper sacks on hands and feet. Blue jeans.

"But Mom, we're playing Men from Mars."

Reprinted with permission from "Household" February 1954



Big Dipper—Constructed of cardboard painted black and nailed to scrap lumber. Stars cut separately and covered with silver glitter, then nailed to dipper.

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RECREATION and HUMAN UNDERSTANDING

Josephine Randall

No field offers a greater opportunity for human understanding, respect and fellowship than does recreation. It is on the playground and in the recreation center that the brotherhood of man is demonstrated. How can the spirit engendered through games, dance, song, and arts and crafts be captured and nourished until it is a recognized pattern taken for granted by all?

Every race and every nation has its special characteristics passed down through the ages. The folklore and folk tales, the music, dance, arts and crafts, sports, dress, food and language of each country all have their place in the culture and the development of our present civilization.

Every playground and recreation center has a special time for stories, music, dance, arts and crafts, and athletic activities. Mothers' clubs are an integral part of most recreation centers.

The influence of the recreation program through all the various channels of clubs and special activities is far-reaching. By focusing the attention of all groups, for a given period, on one country, an intimate knowledge of that country is acquired, resulting in friendship and a better understanding of all the people living there.

During the storytelling period much can be done. The storyteller can present in an interesting way the geography of the country, the habits and customs of the people, the folklore and the folk tales, and something about the native language of the people. A few words can be taught, such as words of greeting and farewell.

During the music period the national anthem and the folk songs of the country can be sung.

In the time set aside for such activities, the national flag can be drawn and the characteristic arts and crafts of the country can be demonstrated and practiced.

During the drama period the native plays can be produced in costumes typical of the country.

The characteristic games and athletic events of the country can be played during the free time on the playground.

The mothers' club can learn how to cook a few of the native foods of the country.

After several weeks of experiencing the living conditions of the chosen country, the program may culminate in a national festival, with an invitation extended to the entire community.

Splendid travel motion pictures of practically all countries are available from the transportation companies.

The consul general, or his assistant, may be happy to make a short talk about his country. The storyteller may present one of the folk tales. The neighborhood recreation clubs may present the music, drama, folk dances and some of the native games. Samples of the arts, crafts and food of the country may be on exhibit, and, if practical, the mothers' club, with the help of the city-wide nationality society, may serve refreshments typical of the country being presented.

The practicability of the nationality programs on playgrounds and in recreation centers has been demonstrated and has proved to be of great interest to the recreation participants, who are of all ages, and to the neighborhood groups attending the festivals.

Considerable research work must be done before the customs of any country can be demonstrated. It is advisable to appoint a staff member in general charge, on a city-wide basis, who will be prepared with information and assistance when recreation directors request nationality programs.

The value of such a program is manifold and results in a friendly relationship that will continue throughout the lives of those having the privilege of participating in it.

South Side Playground*

Thirty-seven, the kinds of kids
That clatter adown the playground skids.
Black and yellow and brown and white—
Babel never glimpsed such a sight!
Children little and children tall,
And children hardly kids at all—
Far too old, though years are few,
"On their own" or they "just grew":
Gathered from the vacant lot
And hurtled into the Melting Pot.

Stirring, stirring the Melting Pot
Here at the South Side Playground plot;
Green and inviting, this beauty spot;
Plenty of room for the tiny tot;
Sympathy stands at the vacant lot,
But Love stands stirring the Melting Pot.

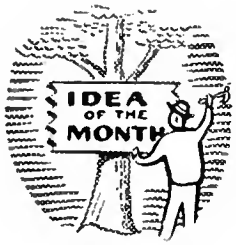
Thirty-seven, the foreign lands
Represented by chubby hands.
South of the Slot are heard strange tongues,
South of the Slot are heard strong lungs.
Every color and every creed;
Good ones, bad ones, flower and weed;
Some with smiles and some with frowns;
For some were serfs where once were crowns—
So the Future stands and checks the lot
As all go into the Melting Pot.

Stirring, stirring the Melting Pot!
Freedom the fire that keeps it hot.
Patriotism adorns the spot
That calls the children below the Slot—
Sympathy stands at the vacant lot,
But Love stands stirring the Melting Pot.

—Miles Overholt.

* Reprinted by permission of the San Francisco *Examiner*.

Miss Randall, *now retired, was superintendent of recreation, City and County of San Francisco, for many years.*



Modernize Outdoor Dramatic Performances by Tape Plus Pantomime

Most of us get our enjoyment of any dramatic production—whether a pageant, festival, talent show, puppet show or musical event—through a combination of SEEING and HEARING. We find it very annoying to see that people are talking or singing, and yet not to be able to hear what is being said.

In our outdoor productions, we usually do pretty well in seating or grouping audiences so they can see. We haven't done so well by them in making sure they can hear. We KNOW that children's voices just don't carry. We KNOW that even the best public address systems can't catch all the voices when the actors are moving about the stage. We've been fairly successful in using narrators, letting the actors pantomime the action—but we lose part of the full effect by this method. Something else is needed.

Here is the story of how Mr. Warren J. Higgins, drama supervisor for the Chicago Park District, has used tape recordings to make outdoor performances more effective, and more enjoyable, with practical suggestions for making the best use of this new technique.

Spring is here, and summer is coming. Why not give this idea a whirl? Try it in your next big outdoor performance.

TEN years ago tape recording was done only by professionals. Today many people have adopted it as a hobby and make tape recordings of concerts, broadcasts, plays, speeches, letters. Let's get in on the act! A tape recorder can play an important role in a recreation department. It can save rehearsal time; it can point out flaws; flaws can be erased until the result is perfect: it's fun!

"What did he say?" "I didn't hear that!" Don't these questions run through audiences time and time again? They represent a particular problem to those groups who present large outdoor events where a crowd of 500 to 5,000 must hear every word or audience reaction will be lost.

If we are to have smoothness of performance audibility, the use of tape is one solution. Tape recorders are expensive but the rewards are high. How often have we presented an outdoor pageant on the ball field (usually because there are some bleacher seats we can utilize) or used a grassy area that had a slope rising from the acting area for the benefit of the audience, and arrived at the following conclusion: There were not enough microphones to pick up dialogue because the movement of the actors created constantly varying distances. Trying to solve the problem, we decided to use narration with pantomime. Granted your narrator is excellent in speech, your actors also have good voices: Is it not a pity to lose all this good talent because of lack of sound equipment?

The average P.A. set has a phono input, and with the tape recorder and P.A., with a pigtail to tie them both in, various episodes of the play can be given *with varied dialogue* instead of the constant tone and voice level of the narrator. You may need him several times throughout the play to tie in scene changes but, even with his good narration, without dialogue it becomes colorless. The variety of voices is bound to give more life to the performance. This is true of all productions from a puppet show to the most spectacular pageant. The best puppetry today is not done by the operator speaking lines and manipulating the figures too. A few professionals still do this sort of routine, but that is a large order to ask of the amateur.

Our audiences must be constantly given more consideration. Mom and Dad say, "My, what we go through to get our youngsters on the 'boards'!" However, they do not mind the time and effort if they have been entertained—and their enjoyment depends upon whether or not they *heard* the play.

The fun of recording on tape has a potential. Departments of speech recognize its value. What delight when the voices are "played back," but when disappointment and dissatisfaction occur, we wipe the tape off and rehearse until the finished "cut" is perfect!

The recreation division of the Chicago Park District annually presents a number in the Tribune Music Festival in Soldier Field with 90,000 spectators. Several years ago my assistant and I were the pantomimists in a dramatization of an episode in Egbert Van Alstyne's life when he wrote "In the Shade of the Old Apple Tree." After a blackout we were discovered in the middle of the field, talking while rowing a boat. The scene was laid on a lake in Central Park (which was a large blue canvas with a stagehand under each corner of it, shaking it and making waves according to the script). Our dialogue was handled by two outstanding radio actors on a tape recording and not a word was missed by that vast audience!

Because of vacations and hot weather, many of our actors just don't show up for long drawn-out rehearsals. By using tape recordings, rehearsals can be considerably shortened, and for the actual performance the actors are faced only with the necessity of acting and synchronizing gestures and stage movements. Another advantage is that if the possessor of the voice is not available for a performance someone else can step in and carry on.

Because of the not too perfect synchronization of movement, mugging, musical cues and gestures, the tempo of the play should be a trifle slower than ordinary stage direction. First row seats should be at least seventy-five feet or more from the acting area which will cover up the split second synchronization. Also, by keeping the first row back, the sight lines become an easier problem.

If any scenery is used it should be done in oil. Setups are usually done in the afternoon and a shower of rain at 6:00 P.M. would greatly damage cold-water paint. Of course, a front curtain is not necessary. During a change of scenes, it is a very good idea to blackout all of the acting area and use about four flood lights arranged to shine in the eyes of the audience, and carry over the lapse of the short intermission with a musical phonograph record.

A night production brings up the problem of lighting. Naturally the outdoor play cannot start until darkness has set in. With daylight saving during July and August, that hour is usually around 9:00 P.M. If the audience is seated on hard seats, or on the ground, or standing up for the occasion, the play should not be too long. Our last pageant, "Ali Baba and the Forty Thieves," had a running time of forty-eight minutes. We tried the hour and a half performance and sadly discovered the time to be too long.

In the final analysis, if you tape your show, it saves time on rehearsals, makes it a simple thing when called upon to use a substitute pantomimist in an emergency, and the audience will certainly follow the story, with the change of voices giving added color to the action. Instead of the spectators remarking upon leaving, "I didn't hear their lines too well," they will say, "Heavens, the actors didn't miss a line!"

PLACING VOLUNTEERS

To make full use of volunteer manpower means all volunteers must have jobs in which they can serve to the best advantage of the organization and to the greatest satisfaction to themselves. To place volunteers in such jobs, there must must be a workable plan.

No good businessman would advertise for help for his firm without knowing what positions need to be filled and what duties are entailed in those positions. Similarly, an organization should not recruit volunteers without analyzing the jobs that need to be done. Only then should it look for the people to do those jobs.

Setting Up Jobs

Grouping functions is important if talents and skills are to be used to best advantage. After grouping the functions, the next step is to break up the work into manageable portions, each of which can be handled by one person.

After jobs have been set up, it is time to determine qualifications needed by volunteers to fill these jobs.

Preparing Job Descriptions

After job requirements have been decided upon, a written job description can be prepared and should include the following:

1. The general nature of the work, where performed, and for what purpose.
2. The specific responsibilities and duties.
3. The time required, including specific days and hours if the job is a regularly scheduled one.
4. The amount and kind of supervision given.
5. The facilities and equipment provided.
6. The necessary qualifications for the job, including: (*a*) sex and age; (*b*) any special health or physical requirements; (*c*) essential or desirable education and training; (*d*) necessary or helpful experience; (*e*) needed skills and abilities; and (*f*) other requirements, such as car or telephone.
7. The training required prior to assignment.

With a written job description in hand, workers responsible for recruitment, selection, and assignment know what kind of person to look for and what to tell the prospective volunteer about the job.

A true job description must be prepared locally since it defines a specific job in a particular center, committee or other activity.

Relating Jobs to People

"All this is fine theory," some say, "but we can't find volunteers for these carefully defined jobs—we have to use people we have and do what we can."

It is unrealistic, surely, to hope that volunteers will fit perfectly into a set pattern of needs and plan of organization; adjustments of the job to the person will always have to be made. Yet this is no real argument against the importance of defining needs and translating them into jobs and job descriptions. As Lyndal Urwick, an outstanding authority on organization, said: "Personal adjustments must be made in so far as they are necessary. But fewer of them will be necessary . . . if the organizer first makes a plan, a design—to which he would work if he had the ideal human material. He should expect to be driven from it here and there. But he will be driven from it far less and his machine will work more smoothly if he *starts* with a plan. If he starts with a motley collection of human oddities and tries to fit them all in, thinking first of their various shapes and sizes and colors, he may have a patchwork quilt; he will not have an organization."[1]

Excerpted from *Placing Volunteers*, The American National Red Cross, Washington, D. C.

[1] Urwick, Lyndall, *The Elements of Administration*, Harper and Brothers, 1943, p. 37.

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THE HARD FACTS ON HOW T

BY GUESS AND A "ONE TIME" STANDAR

IF BY TESTS –

How will you choose?

HAVE YOU EVER TESTED THE *Cra*

HAVE YOU ACTUALLY TESTED *Rex*

***Why not* COMPARE THEM WI**

1. DOES IT HAVE SOME "GIVE" OR STRETCH TO ENABLE IT TO WORK EASILY?

The correct amount of stretch leads to an easy working Craftstrip.

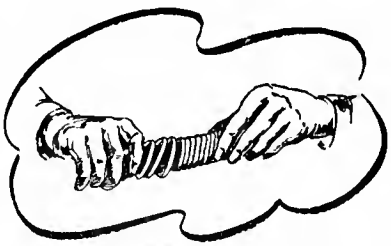
Cut 2 ft. lengths of Rexlace and the lace compared. Use 6" at each end to wrap c fingers, leaving 1 ft. between hands. H against rule, pull firmly but steadily until between hands increases 1 inch. Any lacin having this degree of stretch will not have the working properties of Rexlace

If you question this, write for our ad reprint Hard Facts on 'Give' or Stretch in Craftstrip"

A strong pull should be required to produc stretch. Beware of lacing that stretches too and avoid lacing with no stretch

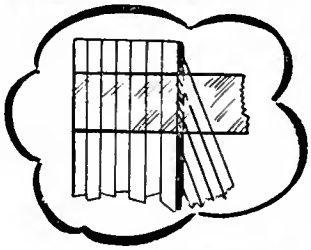
2. WILL IT SLIP INTO PLACE?

The ability to slip poorly positioned turns together without developing looseness is a great help, especially for children.



Wrap a metal bracelet blank tightly with turns of lacing, deliberately leaving 1/8" be turns. Holding end taut, see if turns can b together without developing any looseness. Re will do this. Any lace that will not do it is harder and slower to work, especially for chi

3. WILL IT ADHERE TO SCOTCH TAPE?



Scotch Tape for holding lacing in place, espe in starting projects, is one of the greatest there is in Craftstrip work. Apply the en several pieces of lacing to Scotch Tape. The should be firmly held by the Tape.

4. DOES IT HAVE GOOD WEARING PROPERTIES?

A lace that will lose its surface or coating by this test is not satisfactory.

Cut 2 ft. lengths of Rexlace and the lace compared. Select for a tool any square-cut tool (back of a knife blade, chisel shank, nc handle, bracelet blank, back of scissors, Wrap lace around a bracelet blank or an orc ruler to a length of about 2 inches. Rub tool and forth along edge of wrapped article cycles, applying a reasonably firm pressure. damage is done, repeat test with greater pre Select the lace that stands the test best.

YOU OWE IT TO YOUR CUSTOMERS AND TO THE MI LIONS OF CRAFTSTRIP USERS TO SELECT AND SELL CRAFTSTRIP THAT WILL MEET THESE COMMON SEN REQUIREMENTS.

THE REX CORPORATIO

ELECT YOUR *Craftstrip*

r BY TESTS AND PERFORMANCE

T WILL BE *Rexlace*

ARE CARRYING?

HE FOLLOWING *Simple Tests*

. CAN IT BE ASHED WITH-UT LOSING ITS LOSS?

sy washability with-t damage to the lac-is a "must".

For a quick test, scrub hard with a brush in hot soap and water, rinse and dry. This is an accelerated test of what happens with repeated milder washings with soap and water.

Rexlace will stand this treatment with no loss of gloss. Any performance short of this should not be acceptable.

IS IT SAFE AND ON-FLAM-ABLE?

be safe, craftstrip ıst be substantially n-flammable — must t support combustion.

Determine this by actual test — do not accept advertising claims without checking them. Light the end of a 3" piece of Rexlace with a match. After flame starts, withdraw the match. Flame on Rexlace will immediately go out. Any lace not equalling this test is not acceptable.

WARNING — A great deal of craftlace currently being sold is still highly inflammable, especially in the round shapes. Hold samples over ash tray so they can be dropped quickly.

DOES IT HAVE BEAUTIFUL AP-EARANCE?

dge appearance by ished articles.

Make a bracelet or some other article with Rexlace and an identical article with any other lace. Judge finished appearance by gloss, regularity of strands, color richness, and general smartness of appearance

HEN YOU CHOOSE REXLACE, YOU ARE ASSURED MEETING THEM. REXLACE WAS DESIGNED TO MEET EM BY AN EXPERT CRAFTSMAN WORKING WITH ILLFUL PLASTIC ENGINEERS.

REX CORPORATION

AYWARD ROAD, WEST ACTON, MASS. U.S.A.

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TV and the Recreatio

How many workers in the field of recreation have ever dreamed of extending recreation activities to hundreds of thousands . . . even millions . . . of people? And how many have ever felt frustrated because more people in their own communities do not know about the recreation facilities already available?

Unfulfilled dreams and frustrations need be no more; the opportunity and the means are at hand to inform almost everyone of the availability of recreation activities which they do not, for one reason or another, now know about or enjoy. The means, of course, lie in television.

It isn't easy to talk about this medium without sounding extravagant. "A new window on the world" . . . "a pipeline from everywhere" . . . "the greatest invention for human enlightenment since the printing press" . . . these and other uninhibited descriptions of TV have been offered by normally conservative people.

But let's get down to facts. Today there are over 28,000,000 TV receivers in American homes, and that's over fifty per cent of all the homes in the land. So television is rapidly becoming a mass medium in the absolute sense. They say that, in Chicago, there are more TV sets than bathtubs.

As to viewing habits, it is a fact that the average family with a TV set spends more time watching that screen in the living room than it devotes to *any other leisure-time activity* —about five and a half hours per day. Children of elementary school age watch TV for more hours per week than they spend in school; teen-agers average seventeen hours weekly.

Potentially, then, TV offers an unparalled opportunity to community recreation agencies to do two things:

First, to use it as an informational and public relations tool for reaching a mass audience with the story of their facilities, activities, problems, and needs.

Second, to use television as a technique for vastly expanding their regular recreational programs by reaching into the homes of many more people than could ever take advantage of the most ideal recreation activities.

These are not idle dreams. The value of TV as a flexible and powerful audio-visual teaching tool, both for children and adults, already has been established clearly. In Philadelphia, the department of public instruction is now in its sixth year of regular in-school telecasting to the city's elementary and secondary schools. There, and elsewhere, TV has been adopted as an integral part of curriculum teaching. As for adult audiences, the most extensive research has been conducted by the U. S. Navy which, after seven months of experiment at Rutgers University, concluded that students taking their instruction via TV absorb and retain information at least as well as students taking the same course under normal campus conditions.

School systems and other public agencies, in enough cases to warrant generalization, have found TV of unique value as a public relations tool to stimulate interest, understanding and support of their activities by the public at large.

The pertinence of all this to the recreation field already has been put to the test. In a number of cities, the community recreation agencies are employing TV today, and some have been using it for a period of years. Several of these programs have found sponsors, the most conspicuous being the network-carried "Zoo Parade," put on by the Chicago Park District. The New Orleans Department of Recreation also has a sponsored weekly show. Most of the programs devoted to recreation, however, are televised during public service time donated by local stations. As for the opinions of the agencies which have used TV so far, here are a few excerpts from letters on the subject:

"There is no question in my mind that television has increased the interest of the public in our Jefferson County recreation program and has caused many people who did not know just what was arranged for them to be informed and to go out to the playgrounds and centers and enjoy themselves."—Jefferson County, Kentucky.

"We feel that the use of TV for public relations and as an information medium is very valuable to our department . . ." —Milwaukee, Wisconsin.

"It is my considered opinion that television is the finest means of publicity available today . . . it is amazing the response we receive after our many programs. I cannot urge too strongly that recreation departments take advantage of all possible television time for advertising their programs." —Salt Lake City, Utah.

"We have had excellent results from television. . . . We use the medium quite extensively and next year, when we secure our educational channel, we are contemplating a weekly program of Chicago Park District activities."—Chicago, Illinois.

That last sentence in the letter from Chicago brings us to the question of non-commercial, educational TV. It was just about two years ago that the Federal Communications Commission reserved 242 channels, across the nation, exclusively for educational, cultural and instructional programming. Every city of more than 100,000 population has

MR. WILSON *is a staff member of the National Citizens Committee for Educational Television in Washington, D. C.*

such a reservation, as do many communities of 25,000 to 100,000 population. These stations cannot accept advertising or sell time, and their facilities must be available to all educational and cultural institutions in the communities they serve.

The reason that the job of fulfilling the expectations of TV as an educational and cultural force could not be left entirely to the commercial stations is an intensely practical one. The operation of a TV network or station is a business enterprise, conducted for the purpose of making a profit. Profits depend upon advertising revenue and advertising revenue depends upon the size of the audience reached. The most valuable programs, therefore, are those that are watched by the greatest number of people, and the most valuable time is when the greatest number of people are available for television viewing. Commercial TV station owners simply cannot afford to program for special interest groups, or give away the valuable early evening hours. Entertainment programming and educational programming—for this as well as other reasons—therefore constitute complementary television services. Both are needed and both are wanted.

The chances are that recreation agencies will continue to program via both commercial and educational stations, and the reason for this is inherent in the nature of their work. Many of their activities are, at one and the same time, instructional and entertaining, and therefore can appeal to large enough audiences to justify some programs on commercial stations. At the same time much greater opportunities for the use of television open immediately when the facilities of non-commercial, educational stations become available.

Take the case of Los Angeles, where the Allan Hancock Foundation of the University of Southern California is operating educational station KTHE. One of the first programs on the air was a children's drama program called "Let's Play Like," which is worth telling about in some detail. It is produced by Foy Van Dolsen, a drama instructor on the staff of the Los Angeles County Department of Recreation and Parks. Last summer Van Dolsen attended a ten-day workshop for community leaders conducted at the studios of KTHE, which had not yet gone on the air. This suggested to him the transfer to TV of the unrehearsed and informal play-acting that he had been conducting in the Los Angeles public parks. The idea won immediate approval.

Van Dolsen's formula is simplicity itself. Each day he selects a children's play and requests the supervisor of one of the public playgrounds to come to the studio with a specified number of children within a given range of ages.

T. W. Wilson, Jr.

Department

The first time Van Dolsen lays eyes upon his cast is when the children show up at 7:00 P.M. At 7:15 he gathers them together in the studio and begins talking about the fun of play-acting. At 7:30 they are on the air. Van Dolsen then announces his choice of a play, summarizes the plot very briefly, and asks the children to choose parts. Then he pulls out a set of simple, even crude, costumes and props which have been whipped up in the art department in the course of the day, and the children start struggling into their costumes. From that moment on, they are practically oblivious of cameras and lights.

With casual nudging from the instructor, the play begins. If all goes well, Van Dolsen drifts off camera and stays there until the kids get stuck. If things bog down, he reappears and gives them another start. When the "play" has run its course, they all sit down again and talk things over.

In the closing part of the conversation, Van Dolsen makes his major pitch: play-acting is fun . . . and it can be done almost anywhere . . . in the attic, the garage, anywhere that is agreeable to the parents . . . costumes can be made by the children themselves . . . why not form a neighborhood group and put on plays regularly?

Mr. Dolsen, drama instructor of Los Angeles County playgrounds, on stage with two of the principals in a spontaneous, unrehearsed TV version of fairy tale, "Cinderella."

Thus, via TV, Van Dolsen performs one of the major functions of recreation leadership—the springboard, the stimulus to self-perpetuating group activity. His show is now in its sixth month and is going stronger than ever.

When and where will the new educational stations be coming on the air? By the end of this month (May), there will be seven or eight telecasting regularly. The University of Houston's station was the first; then came Los Angeles, which made its bow at the end of November, to be followed by the Michigan State College's station at East Lansing in January. Before this month is out, it is expected that Pittsburgh, San Francisco and Madison (Wisconsin), and perhaps Cincinnati will be added to the list. Another group of

between ten and twenty stations will turn on the lights early next fall; and after that there should be steady accretions to the educational TV world. Some fifty communities have applied to the FCC for construction permits, and there is some degree of organizational activity in at least 120 communities.

But all who have worked with community organizations know that "some degree of organizational activity" is not necessarily a guarantee of imminent success. Let's face it: to organize a community association for such a complex and technical task as building and operating a television station, and then to go out and raise anywhere from a couple of hundred thousand to a million dollars is hard work, and often slow going.

Last August the National Recreation Association accepted a position on the Advisory Council to the National Citizens Committee for Educational Television. The Advisory Council now numbers eighty-odd national organizations, all of which have endorsed the aims of educational television and agreed to work in all appropriate ways for its realization. It is natural that the NRA should identify itself with this movement because of the great opportunities offered to the recreation movement and because the community groups sponsoring educational stations are normally the groups with which recreation agencies traditionally have cooperated in community projects.

There are several types of activity in which state, county, and municipal recreation agencies can assist in furthering the cause of educational TV:

1. Helping to initiate community support in over a hundred places where no discernible movement to use the channels reserved for educational TV has taken shape to date. The FCC reservations may not be good forever; if a community shows no interest in the channel reserved for educational TV, the FCC might well release it to a commercial applicant.

2. Joining and assisting educational TV associations in fund campaigns and the wide variety of jobs that have to be done before a station can go on the air.

3. *Programming.* This is of the utmost importance for, in the final analysis, it is in the quality and value of the programs presented that educational television will reach or fall short of its shining goals. Every community recreation agency in the country can be considered as a resource for television programs. The first thing is to call this fact to the attention of those who are interested actively or potentially in community educational TV, for it is not safe to assume that people are aware of the program resources that lie at their finger tips. The next thing is to start, very early in the game, definite plans for specific programs and program series. Television programming is a complicated business technically, but even more important is the conception and detailed planning that must go into really successful telecasts.

By nature and training, workers in the recreation field have experience and talent that is likely to be valuable background for TV work. It is up to them to accept this unprecedented challenge to use educational TV to promote and extend the constructive use of leisure time through recreation activity.

Softball Round-Up

Vernon R. Wiebe

Our Softball Round-Up on the Iowa City, Iowa, playgrounds, last summer just grew!

We couldn't credit any one playground director with the idea; it was a cooperative effort on the part of all of us as we discussed what we could do for our final playground week.

The last week of playground activity had been captioned "Round-Up Week." During this week a concerted effort was to be made to tie together any loose ends of the activities, with the hope that this would make the whole summer's play a more worthwhile experience.

The playgrounds had enjoyed a very successful softball season, with each playground fielding at least two teams in inter-playground competition. A week before our meeting, at the conclusion of the round-robin play, one of the playgrounds had sponsored an all star tournament in which the best boys from each playground, regardless of team, represented their playground. Thus the traditional types of competition had been exhausted; and what to do to "round-up" the season seemed a problem indeed!

We needed something new. Something which would even the competition so that all playgrounds would have a chance to win; something which would provide new teams so that the feeling of competition between playgrounds would become one of cooperation; something which would give everyone an equal opportunity to play; something which would emphasize the fun of play instead of the pressure of winning and loosing. We feel that we found that "something" in the Softball Round-Up. Here is a brief list of rules, with some modifications, based on our first year's experience:

1. *Everyone* who wants to play softball is registered.
2. Playground directors seed their players into "poor" and "good" groups.
3. Teams are formed by drawing an equal number of players from each group.
4. Teams are designated by number.
5. Team number one begins at bat; team number two takes the field.
6. One inning is played and the winner stays on to meet the next team.
7. The oncoming team always takes the field.
8. In case of a tie, the teams play a maximum of three innings. If at that time the tie still exists, both teams are eliminated.
9. No team may face more than three teams in succession. In the event that it wins against its third opponent, both teams are eliminated and two new teams take the field.
10. The batting order is resumed at the previous inning's point of departure. No changes may be made in the batting order.

Playground Parade

Joseph Huther

(Below) One of the fourteen industrial floats decorated by playgrounds depicted the "old woman who lived in a shoe."

IN an effort to secure more of the interest and active participation of industrial plants in the local recreation program, in Auburn, New York, and also to further educate the community about products manufactured in the city, a playground festival parade with "Industrial Auburn" as its theme was held as a part of the playground program in the summer of 1952—and was repeated in 1953.

The superintendent of each manufacturing firm was asked to send a representative to a preliminary meeting where suggestions were discussed and definite plans for the parade established. This was done about a month before the regular playground season started so that, during our playground training institute, the idea could be described in detail and each of the fourteen playgrounds could choose one of the cooperative industries.

Each company taking part provided a truck and driver and assisted in deciding on a theme which could be depicted in a float. The recreation department furnished all decorating materials with the children, under the supervision of directors, doing the actual work.

The idea was very popular for everyone concerned; and the parade, held during the next to last week of the regular playground season, drew several thousand spectators as it made its course through the downtown section. It was generally felt that the objectives of the parade were achieved—with the children having had an unusual recreation and educational experience, and a generous portion of good will developed with the business establishments who took part.

Many floats with the "Industrial Auburn" theme composed a large part of the parade, and the locally-made products received their share of attention from the folks who lined the curb; but it was the youngsters atop, in front, behind and beside the uniquely decorated trucks who were the real centers of attraction. They were attired in costumes ranging all the way from dainty white dresses for little girls to stalwart pioneer outfits for boys. Pets, constant companions to the children, were not overlooked.

Dogs, one decked out in a hula collar and skirt, were in line, apparently enjoying the attention they attracted. A decorated donkey had a place in the parade and a live cow looked mildly down from atop a float. On another truck was a life-like replica of bossy.

Motorcycle officers preceded the parade and with other Auburn police exercised special caution against mishaps.

Music was supplied by a youthful Cayuga County band and by the calliope of the John Pawling Ring Circus. Clowns capered around the calliope at the end of the parade. The Stars and Stripes led the parade and were carried by color bearers at the head of most of the sections.

Among the many gay exhibits, there were the "old woman who lived in a shoe" and her numerous children, Daniel Boone in his buckskins, the acrobatic cow that jumped over the moon, the hula girls in their rope costumes, and others equally appropriate. Slogans showed the predominant notes of a youthful assembly such as "Youth of Today the Pioneers of Tomorrow," and "We Have Faith in Auburn."

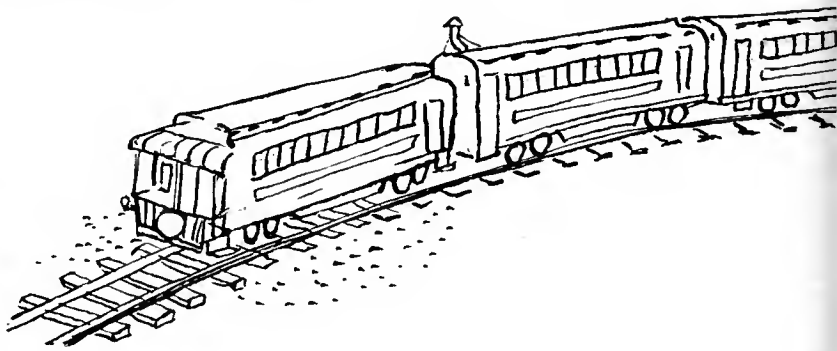
First in line was the Bradford Playground with the General Electric exhibit stressing the part played in the lives of Americans by radio and television. Children on the truck represented some of the radio and TV favorites. A donkey bore the sign "I was at Chicago." The elephant who "was at Chicago also" failed to arrive in time. The little donkey provided the laugh highlight of the parade when it refused to go any further as the procession got to Osborne Street. Six husky men pushed it from behind. It didn't budge. The parade moved on. Still the little animal stayed in the same place; and it was still there long after the procession ended.

Capitol Playground showed, in a pioneer days setting, some of the part played in industry by American Locomotive Company. "Children—America's greatest possession," a banner on the truck proclaimed.

A calf, many turkeys and chickens, surrounded by children, were on the Beacon Milling Company float; while the "magic carpet" of fairytale fame represented the First Carpet Company. Many other original, entertaining floats and features representing cooperative community contributions took part in this gala community enterprise.

MR. HUTHER *is director of recreation in Auburn, New York.*

RAILROAD EXCURSION



A Boston and Maine conductor with his assistant conductor-by-official-appointment. She aided him in collecting tickets from passengers.

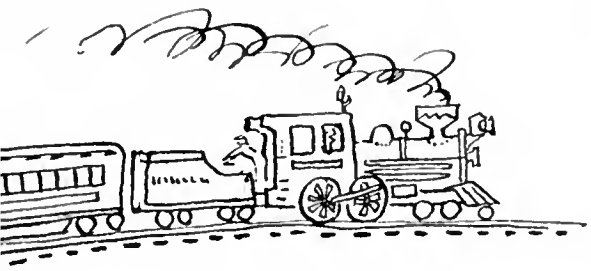
This is typical of the cars filled with playground participants. Children totalled over 400, some dressed as bums.

THE FOLLOWING account of what started out to be a small group of children on a short train trip, and resulted in a one-day migration to a state park beach, will highlight some of the important incidents related to the planning and conducting of that trip.

Origin of the Idea: The trip resulted from a comment by Waldo Hainsworth, NRA field representative, about a group of children in Torrington taking a short train ride as a new program idea. The thought occurred to us that surely a trip on a train through beautiful New Hampshire would be equally appealing to Concord children. The idea was first discussed at a weekly staff meeting of playground directors —where it was well received, but with most leaders looking at each other as if to say, "What is he planning next?" Each was asked to query possible participants in his area, to see if there were any interest in such a trip. The response seemed favorable.

Arranging for Transportation: The next step seemed to be to get in touch with a representative of the Boston and Maine Railroad. The public-relations official was coolly receptive to a suggestion that special cars might be put on for a one-day playground trip to Lake Sunapee State Park. He agreed, however, to get in touch with the Boston office, and to report the reaction. Within a few days he sent a railroad representative to the office of the recreation and park department to discuss the matter. When asked how many we thought we might have for such a trip, we stated that we might have as many as eighty, or enough to fill one complete car. He mopped his brow and said that would require an extra car to be put on at Boston for the run. (The regular run usually consisted of one car plus a mail car.) After spending many hours on the telephone and a long hour and a half in the

MR. DONALD F. SINN, *the author, is director of the Department of Recreation and Parks in Concord, New Hampshire.*



Donald F. Sinn

Honorary engineer and crew who rode (taking turns) in the diesel cab along with the trainmen of the Boston & Maine.

ffice of Mr. A. W. Malloy, New Hampshire Division superntendent of B & M, we finally agreed on a plan to sell special educed rate tickets at each of the playgrounds for the trip. f we had more than enough passengers to fill one car we vould notify the B & M. Mr. Malloy was very dubious about ny suggestion that the group be allowed to make an inspecion of the big diesel engine prior to leaving the station. He greed to think it over. He also agreed to think over a proosition that we elect honorary train officials to act as conuctor, brakeman, engineer and fireman for the day.

Creating Interest: Posters were made for each playground nd radio and newspaper announcements advertised the date f the trip. Interest seemed to be growing; but, until tickets ere sold, it was anyone's guess as to how many would take ie trip.

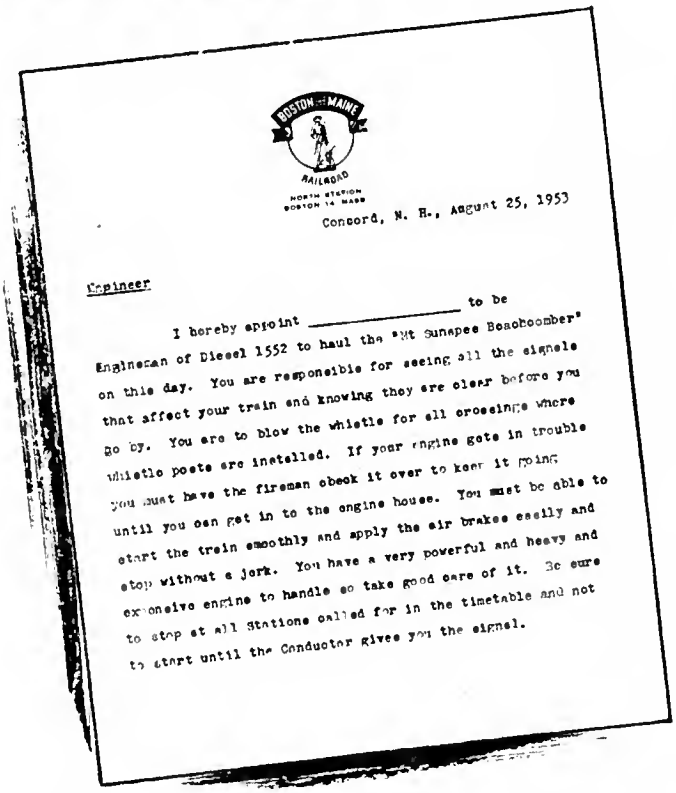
Final Plans: After a lot of speculation, over a period of everal weeks, we started to sell tickets and soon realized iat we would have no trouble filling not only one railroad ar but, perhaps, even two cars. We got in touch with Mr. Ialloy and he listened with interest when we said we thought e would need at least two cars. He also "complained" about ie announcement that we were selecting the honorary conuctor, fireman, brakeman and engineer. He wondered why iey had not included the superintendent!!! We hurriedly umbled something about not thinking the B & M superinndent would be interested in the idea . . . or words to that ffect . . . and immediately announced that an honorary raiload superintendent would be selected. Ticket selling conued. Two weeks before the trip, an estimate indicated iat more than two hundred would make the trip. Hurried lls to the B & M office were made requesting additional cars. At the last staff meeting, it was found that Rolfe Park (at e north end of town) would fill one car itself. This preented the problem of how to get so many children to the ation. But word got around and, within twenty-four hours, a collection had been taken in the neighborhood and two buses were chartered to transport the Rolfe Park youngsters the seven miles to the station and back.

It was decided that with such a large group, it might be well to close the playgrounds so that the entire playground staff would be available for supervision. Staff committees were appointed to plan for ticket sales and money, program for the day, the ceremony of installing the honorary trainmen at the station prior to embarking, inspecting the engine, taking roll enroute, first aid, lost and found, and guarding the water front while at the beach.

The Big Day: A last-minute summary of ticket sales threw the entire staff into a "tizzy." Over 450 tickets had been sold, with indications that more would be disposed of at the station at the last moment. It had been announced that children under six would have to be accompanied by a parent, although two members of the playground staff were selected to head up plans for the "tot-gang" (supervision and care enroute and program upon arrival). Hurried calls to the railroad for still more cars put the finishing touches on a gradually-increasing interest on the part of the B & M officials. The railroad representative announced that he was cutting his vacation short and would make the trip with the children. Mr. Malloy announced that the public relations man from the Boston office would go along to take pictures. He also insisted on drawing up the "charges" to be made by Mayor Shelby O. Walker and himself at the installation ceremony of the honorary trainmen. Special badges and hats were rounded up to be worn for the occasion. "Impossible" suggestions to switch the diesel engine in position for an inspection were found to be much easier to carry out than at first consideration.

At 9:15 A.M., children from all sections of Concord descended on the State House Plaza and formed in orderly but noisy and excited playground groups, each with a huge "con-

The last of the 500 who clambered through the engine on an inspection tour before leaving the station.



Concord, N. H., August 25, 1953

Engineer

I hereby epoint _____ to be Engineman of Diesel 1552 to haul the Mt Sunapee Boachoomber' on this day. You are responsible for seeing all the signals that affect your train and knowing they are clear before you go by. You are to blow the whistle for all crossings where whistle posts are installed. If your engine gets in trouble you must have the fireman obeck it over to keer it going until you can get in to the engine house. You must be able to start the train smoothly and apply the air brakes easily and stop without a jerk. You have a very powerful and heavy and expensive engine to handle so take good care of it. Be sure to stop at all Stations called for in the timetable and not to start until the Conductor Gives you the signal.

The B & M Railroad cooperated fully although a little dazed by it all.

vention-type banner." Several playgrounds had decided to dress up in bums' costumes for the trip. The recreation and parks department station wagon, with public address system mounted on top, played lively music on records until time to parade. Then, headed by a motorcycle escort, station wagon, and drum majorettes, over five hundred children from the city's playgrounds marched down the center of Main Street while hundreds of shoppers, bankers, office workers and tourists stood and watched the array of excited youngsters dragging sweaters, lunches in all forms, water balls, cameras, pets, swimming suits and towels.

Upon arrival at the station, all were assembled around a baggage car as Mayor Shelby O. Walker greeted Mr. Malloy and thanked him for his cooperation. The honorary trainmen, two girls and three boys, were introduced to their real counterparts of B & M as they were sworn in, badges pinned on and trainmen's hat placed on their heads. Pictures of the officials were taken as plans immediately got underway to start the five hundred children through the train. At this point we had our first setback. The diesel could be entered only by climbing up a ladder and crawling in a small door; then it was necessary to move through a narrow passageway along the tremendous engine. The tallest male staff members took positions next to the ladder and boosted each and every one of the five hundred children up the ladder, first attempting to hand a conglomeration of packages, lunches falling apart, and so on, to a leader in the engine. All of this with frantic efforts to get the last few children up the ladder to complete the inspection and have the "all aboard" on schedule.

The trip to Lake Sunapee was a gay one, with few of the youngsters keeping their seats for long. It was a dynamic, chattering, laughing, moving gang having the time of their lives. Aside from using up all of the paper cups and a bit of water throwing, all went well. People in the villages along the way were amazed to see the string of five railroad cars filled to capacity with children. Few could remember a train of more than a car or two passing through their town.

Upon reaching Lake Sunapee, the train was quickly emptied and the children headed for the beach a quarter of a mile away. Lifeguarding had been carefully planned, with seven lifeguards supplementing the state park guards. Everyone went in for a fifteen-minute dip, then a signal sounded for lunch. Each had his own food; some made fires and cooked hot dogs and hamburgers; some had already consumed their lunches enroute.

The day passed quickly with beach ball, volleyball, tag, lolling in the sun, eating refreshments (the state park stand sold out for the only time during the entire summer) and just plain having a good time. It was filled with amusing incidents, but one of the funniest was the story of the boy who spent the entire afternoon gathering up pop bottles in a shopping bag and lugging them back the quarter of a mile to the train, and thence to Concord.

It was a tired group that trouped down the road and waited for the B & M diesel to roll into view for the trip home. Within seconds all five hundred were aboard and settled (?) for the return trip.

The city hummed with conversation that night, and for days afterward, about the trip that started out as a little idea and grew into a mass excursion. We considered the outing a huge success. Perhaps nothing we did the whole summer made people sit up and take so much notice of the recreation and parks department and the value of its planned summer playground programs.

We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.

Longfellow

INDIAN WEEK

Wild Indian cries, Indian dances, and many other tribal customs of the American Indians were witnessed in Barre, Vermont, during the week of July 13-17 last year. The Barre Recreation Department, under the direction of Guido Tarquinio, devoted one of its weekly playground themes to the American Indians and their customs. "Indian Week" provided thrills-a-plenty for all the youngsters who took part in the program, and to say that it went over big with the children is an understatement!

The five playgrounds in the Barre area were given individual tribe names for the week; the Iroquois, Sioux, Apaches, Cherokees, and the Blackfeet. During the previous week each playground held an election for its own chief, head squaw, and medicine man. The history, customs, and legends of the tribes were re-enacted with all the playgrounders learning at least two or three different basic Indian ceremonial dances. The children not only were enthusiastic, but they did an excellent job with the various dances. The age group was from four to fifteen.

At the beginning of the week, tepees, stone fireplaces, and lean-tos were constructed on all playgrounds. One playground had as many as twelve tepees. The children made their own Indian bracelets, headdresses, and neck pieces. Each tribe made tom-toms and peace pipes, and one playground even made a totem pole. The crafts for Indian Week were the making of breechcloths and headbands from pieces of sheets, necklaces and bracelets from colored macaroni, spears, clubs, tomahawks, and shields.

The big event of the week was an evening powwow which was preceded by a parade. This included a float with a tepee as decoration and two chiefs and the various members of their council on it. Two horseback riders dressed in Indian costumes accompanied the group of children who snake-danced behind the float. At the site of the powwow was an altar-type council fire with big logs around the outside, making the council ring. The Sioux reservation had tepees in a circle around the fireplace with the tepee of Chief Sitting Bull at the head. The ceremonies started with the chief asking the braves to do a hunters' dance. The braves then assembled and danced around the fire giving blood-curdling cries and whoops. Meanwhile, the squaws sat at one end of the circle and chanted an Indian song. These chants were made up by the playgrounders.

Following the hunters' dance the chief called for four of the most honorable braves to come and smoke the pipe with him. When they were seated around the chief, the medicine man came racing out of his tepee carrying the "pipe of peace" and danced around the fire to drive off the evil spirits. Then he laid the end of the pipe in the fire to warm it up and presented it to the chief. Each brave in turn smoked the pipe which, of course, was not really lighted. After this, the chief asked that food be prepared for the tribes. The braves and squaws then cooked their own food (marshmallows) over the fire.

Following the feast, the chief asked the braves to do the rain dance, as it had not rained for weeks. The braves gathered and danced around each tepee so that each family would be assured of good crops. After the rain dance the chief told the tribe many legends and facts of the mighty Sioux.

This type of program had wide appeal, not only for the small children, but for the larger ones as well. Many of the older fellows deserted their ball playing to build tepees, lean-tos, and fireplaces. They all wanted to take part in the Indian program.

This was one of the Barre Recreation Department's most successful events in years and will be a part of the program next year. Playground leaders everywhere will find that the American children of today are very much interested in the first true American, the Indian.

NOTE—A special session on Indian lore was one of the features of the Vermont Playground Leaders' Training Institute, held in June 1953 at Aloha Manor on Lake Morey, under the sponsorship of the State Board of Recreation and the Vermont Recreation Society. James Fearon, summer recreation director of Lyndonville, Vermont, and a Springfield College graduate, conducted the session and started a wave of Indian enthusiasm which has resulted in many a tepee, war dance and powwow on the playgrounds of Vermont this summer.

Playground Field Trips

E. Laurence Palmer

The playing field is a good site for a playground natural history trip. Here there is considerable variation in the plant cover, in the acidity of the soil, the light intensity and in compacting influences. All these make good studies.

THERE WAS A TIME when school buildings were used almost exclusively for daytime classes. Now they are used for night classes, for election booths, for community affairs and for Parent-Teachers Association meetings.

Today, playgrounds are used for athletic events, for games, for physical recreation and, in many instances, for creative and cultural activities. Tomorrow, they may be put to further use as the sites for field trips that require no transportation time or expense and yet may provide more fruitful experience than many elaborate field trips now being held. There is hardly a playground in the country that cannot yield experiences with all the major groups of plants and of animals; that does not provide spectacular, though miniature, examples of the major land forms considered in physical geography. These mighty, milimeter mountains are seen by few; and yet they provide the settings for little deserts, lakes, forests and grasslands whose recognition and understanding can well lead to a sane appreciation of the significance of the major ecological areas of the world. In any playground, there are spots that are never touched directly by the sun, where there is great variation in temperature, humidity, exposure to violence of wind, animals, vehicles and moving water.

To illustrate our point, let us look at our first picture. A football game was going on when this photograph was taken; have you noticed that some plants can survive the vigors of these games while others cannot? (Knowledge of this sort is valuable to men who plan athletic fields, airfields and playgrounds. A bare spot may cause a slip that might lose a game or affect the bound of a ball and determine a victory.)

What can you read into this particular picture? If it was taken in the afternoon, was it early or late afternoon and was player number 54 *(point 3)* going towards a north or a south goal? A white streak, or line for field marking, shows at *point 4.* Obviously this is different from the surrounding territory. I once talked to over two hundred teachers who were sitting on the bleachers of an athletic field. I collected some plants growing on one of these white lines and asked delegates to find similar plants and to stand on them. They all stood *on* the lines; none of them found these plants growing *between* the lines. It was simple, from this, to show that these plants required a higher lime content than the other plants on the field, and to suggest that if many of these plants are needed on a particular field, it might be well to add lime. This led to a general discussion and demonstration of the effect of acidity and alkalinity of soils. Undoubtedly some playgrounds will show the effects of salinity as well. The amount of sun reaching the soil may also affect the nature of things living there.

Frequently, fields such as this are bordered by deep holes in which the poles of banners are thrust. Drop a few

DR. PALMER *is director, Conservation Education, National Wildlife Federation.*

thermometers on strings down into these holes and let the group on the bleachers guess how much temperatures vary at the soil surface and at various depths beneath. Make a few guesses yourself—but not aloud and before a large audience, you might be embarrassed.

Examination of the earth in a field such as we have here will probably show the castings made by burrowing earthworms. Are these more or less abundant on the limed areas? What other variations in the nature of the soil are indicated by the variation in the abundance of these animals? Are they more abundant in the playing area or outside of it?

In our second picture, a quiet game of horseshoes is in progress. What might be more interesting are the bare, the paved, the grassed and the wooded areas shown. What distribution of human beings here suggests that it is a hot day?

Obviously there has been some slight erosion of the soil as shown in this picture. Notice how it is banked around each of the shrubs, around the posts and poles. See how, in this area, even the tufts of grass seem to be growing in little depressions or on little mounds. Doesn't this suggest something about the soil-anchoring properties of plants?

Even the small shrubs shown around *point 5* have the qualities of forest lands. There is a canopy of leaves above a relatively open understory. The litter under these plants shows variations in decay from that seen in the open. The light intensity varies under and outside of them. The soil will remain moist beneath them differently than outside. In this lawn may be found representatives of the major groups of animals from worms through mollusks, insects, spiders and so on. Birds, like robins, haunt such places in search of their special worm food, and toads and garter snakes have undoubtedly been found in such areas as representatives of the cold-blooded animals.

Studies of the way the light falls on the poles and posts should be useful in training students to locate direction without a compass. Assuming that this was taken in the afternoon, the posts at *point 4*—illuminated as they are on one side—should help give some idea of direction, and the length of the shadows should suggest something as to the nearness to noon. [It is fun to practice telling the time of day by this method.—Ed.]

Miniature deserts, grasslands, forests, waterways offer secrets to the curious.

Since many of our youths entering military service may find themselves in situations where knowledge of compass directions may be of life and death importance, studies such as are here suggested may be worthwhile.

If we look at the center of activity of the game we can see dust in the air. From this we can get some idea about wind direction and velocity and, of course, observe loess in the making.

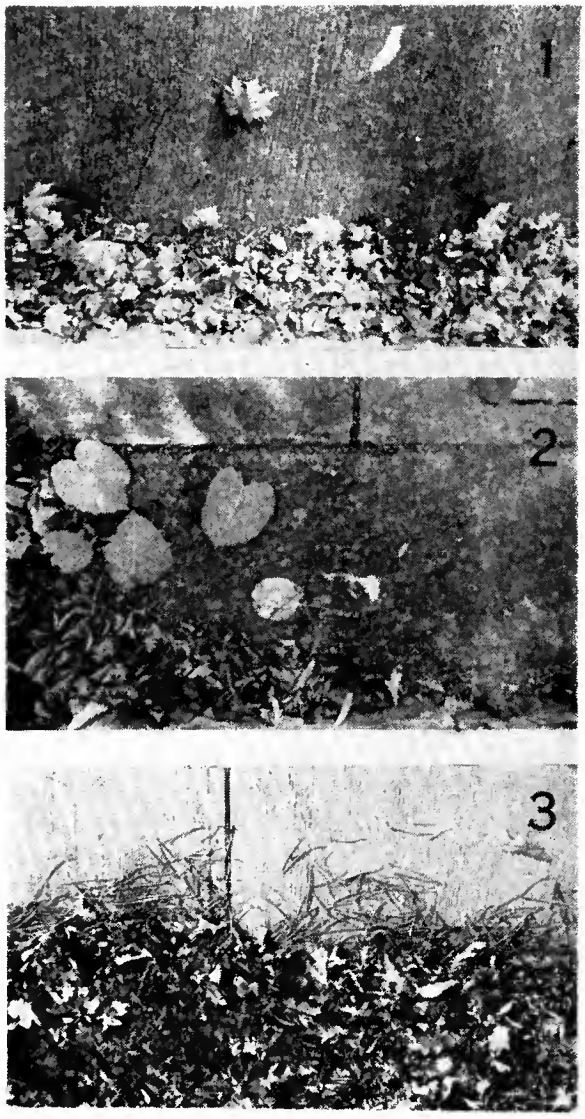
If an area is paved with blacktop and the adjacent areas are paved with cement or gravel or loose earth, which are the hottest? Which dry most quickly after a rain? What behavior of barefoot boys indicates temperature variations? Do these same variations hold for these areas at night? Check what you decide by using thermometers.

These paved areas are really little deserts where there are great and sudden variations in temperature and humidity as compared to ground covered with plants. You do not need to go miles to determine this. Put your bare hand on as many places as can be found in such a situation to determine which are the hottest or the coolest spots, or watch the behavior of dogs to see if this helps in such a study.

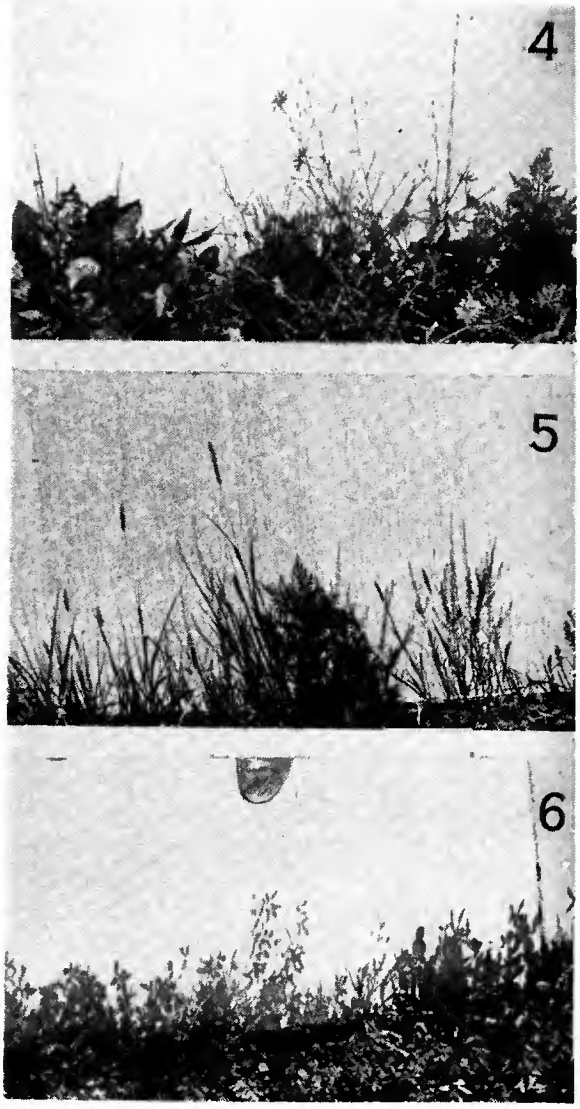
Pavements and sidewalks are always interesting studies for short field trips. Within one block of my house I was able to identify the trees along my path without once looking up. In the picture shown here we see not only the leaves of maple, basswood and pine but the winged fruit clusters of basswood. The cracks in the walk provide avenues through which water may enter the ground. Ants also use these avenues and find, at a few inches down, comfortable temperatures not available to them on the concrete surface. In early morning, such walks may be marked with the shining mucus trails of slugs. Some of these mollusks get caught on the sidewalk desert during the heat of the day and fail to get to a haven provided by the bordering vegetation. (Human beings not infrequently have similar experiences in larger, more remote deserts.) Help your children to see and identify these things.

I have found much pleasure in making weed shadow silhouettes as they appear along the edges of sidewalks. The illustrations should suggest a few possibilities along these lines. [These should provide interesting designs for crafts projects.—Ed.]

I contend that, until we have ex-



Sidewalks often present excellent laboratories for outdoor study, displaying leaves for inspection and identification. Maple leaves are most conspicuous in the first picture; basswood leaves and fruits in the second picture; pine needles in the third picture.



The silhouettes of neighboring plants show in the shadows on these sidewalks. Broad-leaved plantain, chicory and yarrow are found from left to right in picture four; timothy, ragweed and pepper grass in picture five; and sweet clover in picture number six.

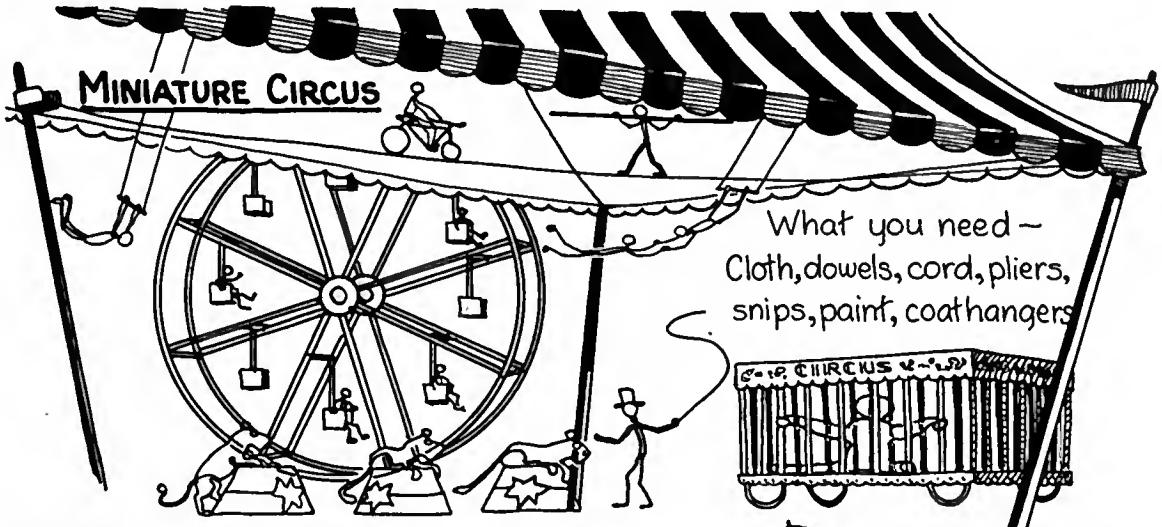
hausted the possibilities of our immediate environment, it is rather futile to attempt to take long field trips that are expensive in time, effort, money and responsibility. I believe thoroughly that any playground properly used can provide an abundance of opportunity for improving our ability to think and to observe the exciting things about us. I see no reason why we should worry about the situation on Mars when we cannot understand the situation on the First Street Playground, Ourtown, U. S.A. Are you making the most of the opportunities of *your* playgrounds?

There is no reason why children should be denied the superior opportunities provided by teaching by the field trip method simply because the school bus has broken down. I once attended a training course for teachers' college faculties, and heard the responsible parties get out of taking a requested field trip simply for this reason. The school was surrounded by lawns, playgrounds, pools, groves and steep banks that WPA workers had been unable to anchor with a grass cover; but, apparently, none of these phenomena was legitimate study for a field trip. This, mind you, in a school training teachers of teachers. Please get out and get acquainted with your own yard.

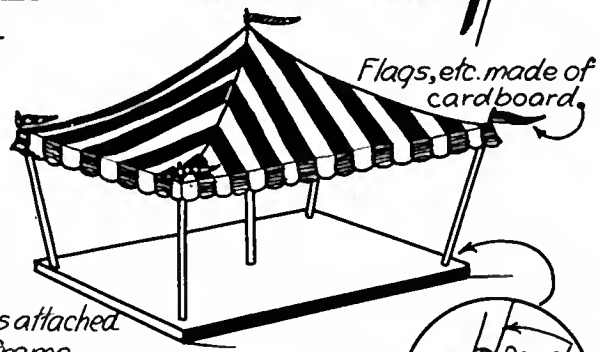
"I should wish all my children to be sensitive to all those aspects of earth and sky that can move the soul with loveliness and sublimity. . . . Certainly I should like them to be at home with Nature's infinite variety; to love not merely her verdure and blossoming but her mystic mists and yellow decay. . . . I think I should have a course in nature running pleasantly through my children's years."

—Will Durant.

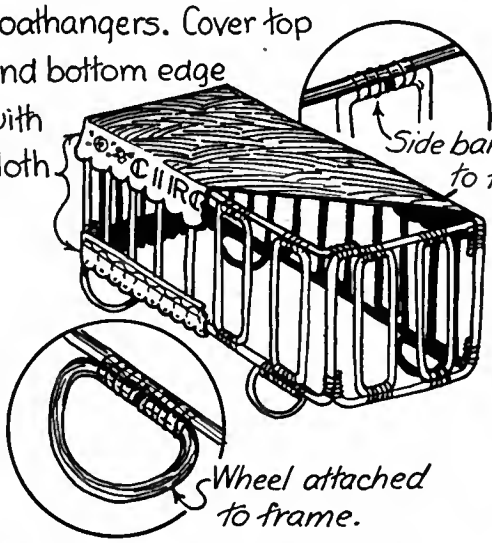
How To Do It! by Frank A. Staples



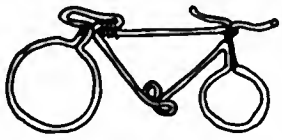
1. Make tent ~ use dowels, cloth, wire ~ paint with gay colors.

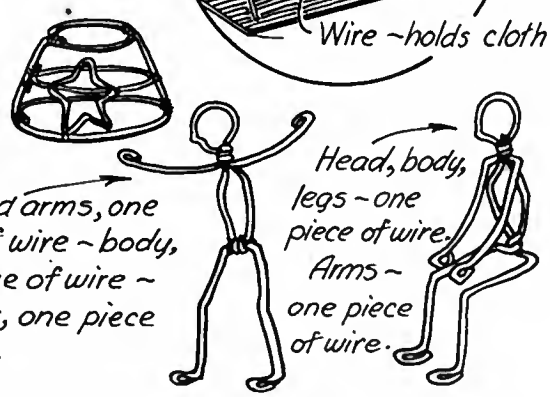


2. Make cage ~ use wire coathangers. Cover top and bottom edge with cloth



3. Make figures, animals, ferris wheel, and other circus equipment from wire coathangers.




Head and arms, one piece of wire ~ body, one piece of wire ~ two legs, one piece of wire.
Head, body, legs ~ one piece of wire. Arms ~ one piece of wire.

Note: *Keep figures simple with accurate proportions and depict motion.*

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APPRAISAL of Your Summer Playground Program

Howard Rich

EACH YEAR, you, as a recreation director, most likely look back on your summer playground season and consciously or unconsciously evaluate it on the basis of how it compared to other years.

Although attendance has been used by recreation directors from the inception of the playground movement, I sometimes wonder whether attendance records are true thermometers of how popular our program has been. Attendance figures are of value, however, if they are accurately kept, and if the attendance count is taken at regular intervals each day.

I should like to suggest that you develop a graph based on your weekly attendance records. Make the graph large enough, so that your playground leaders can see it each week or whenever you hold your institute. It will develop a competitive spirit among your leaders. It will rule out erroneous figures which would cause the graph to fluctuate to a greater degree than would be normal.

We have kept our graphs for several years now, and find that a similar pattern is followed each year. The graphs show a large attendance the beginning of the season; a falling off after the Fourth of July; and a steady rise for a period of time until vacation time, when it drops again, and continues to drop to the end of the season. We have told our leaders that the best graph is one which has as level a plane as possible, or a consistent, steady attendance. We feel that this indicates good leadership, provided such factors as vacation time, weather, or special events outside of our own program do not cause the graph to fluctuate.

One line of your graph should be designated "average attendance." I sincerely feel that using the attendance in this manner is of much greater value than stating at the end of the season that "this is the greatest season—we had this or that thousand or more spectators and participants in our summer playground program." You will finally arrive at an astronomical figure which will be hard to justify.

One of the best methods of evaluating your summer playgrounds is to require your playground leaders to file a final report. That report, coupled with the final report of your supervisors, gives the director an opportunity to evaluate the program and personnel from an objective point of view. Some of our most outstanding program events and improvements have come about from the constructive criticism in the leaders' and supervisors' final reports. The following headings are suggestions for your final reports: low organized games; quiet games; memory and sense training games; story hour; high organized games; athletics and meets; sand box work; handcraft; use of facilities; methods of self government; bulletin boards; special events; neighborhood playground patrons; attendance; and suggestions.

It is suggested that the final report contain snapshots, or that illustrations be used to better explain what the season's activities were. The following are several excerpts from an actual report:

"The success of our season at Moose Playground is evident by the large attendance which remained at an almost constant level during the entire season. The large attendance can probably be attributed to the fact that we had enough activities to keep the general crowd of playground-goers interested every day during the summer."

"The children were anxious to play low organized games any time during the day, but I found that the best time was from about ten until eleven, in the mornings, and after handcraft in the afternoons. On several occasions the children had enough initiative to start the games when I was busy with other projects."

"I found the best time for stories was following active games in the morning. The age range of people who listened to stories was usually between four and twelve. *Grimm's Fairy Tales* and Kipling's *Just So Stories* were the most popular. The 'Story Lady' was always well accepted, especially by the younger children."

"Arts and crafts were under excellent supervision this year. The introduction of such a variety of projects stimulated interest among the children of all ages. We spent from one and a half to two hours after dinner on handcraft each

MR. HOWARD RICH, *author, is director of recreation in Sheboygan, Wisconsin.*

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day. Because the younger children couldn't do the same projects as the older children, I spent Tuesday and Thursday afternoons working with them on such projects as yarn dolls, paper sculpture, hand puppets, sewing, and similar projects.

"Although we had a lot of children working on it, I had the feeling that our woodworking was not well organized, perhaps because most of the children seemed to be working just for the fun of using a saw, rather than to gain skill in making something constructive and useful."

If our summer playground program can be adjudged successful, it is because of our handcraft program. We consider it the most basic phase of the summer activities and build our entire program around the handcraft program.

Our most outstanding special event is known as Park and Recreation Day, for which boys and girls construct many candle-lighted lanterns which they carry into a natural-bowl amphitheater. The lantern parade is usually preceded by short, five-minute skits presented by each playground. The report stated:

"Judging by the reaction of Moose's children, the lantern festival was definitely a major success both as a valuable learning experience and because each child had the satisfaction of making his own lantern. A young child's lantern may have been no more than a cut-out cardboard box covered with crepe paper, but it gave the creator a sense of accomplishment in completing his own lantern.

"It is suggested that the assembly line method of producing lanterns be discouraged. It is true that by choosing a group of older, efficient children and setting up a production line, it is possible for a playground to manufacture impressive lanterns by the hundreds; but how can that compare with the joy of a group of youngsters who work, although slowly, to be able to carry lanterns made by themselves? The purpose of the festival is to occupy as many children as possible in a project that will give them an experience in designing and constructing, and an opportunity to exhibit the results of their *own* work. The purpose is not to train a few assembly line workers."

This playground leader, in giving her own self-analysis, gives the director an insight into her motives and reasons for accepting a playground job; gives him a means of deciding whether he should re-hire her for the coming year; and gives the director an opportunity of evaluating his own goals and objectives:

". . . I'd like to say that I sincerely enjoyed working at Moose Playground. In my opinion, it is an ideal playground, for it gives one the opportunity to work with all types of people. There are children attending of all ages and from 'both sides of the track,' learning to work and play together. For each cooperative, well-behaved child, there is another who is neglected, delinquent, much in need of guidance and trust. Because of the great extremes in human nature and in age range at Moose, it could well be considered the hardest playground to work at. And yet, it can also be called the best, for its great versatility creates many opportunities in all fields of recreation. I certainly feel I've learned much from my experience at Moose Playground, and would indeed be pleased if I could apply this knowledge by spending another season there."

In conclusion, therefore, I feel that if we, as recreation directors, can look back on a playground season and can appraise it, not on the basis of how many attended, but on how much in the way of democratic fundamentals and how much in the way of Christian ideals was attained, we can feel that we have obtained satisfactory results.

Reprinted from Wisconsin Recreation Association Bulletin, September 25, 1953.

NEW HYDRANT SPRAY CAP

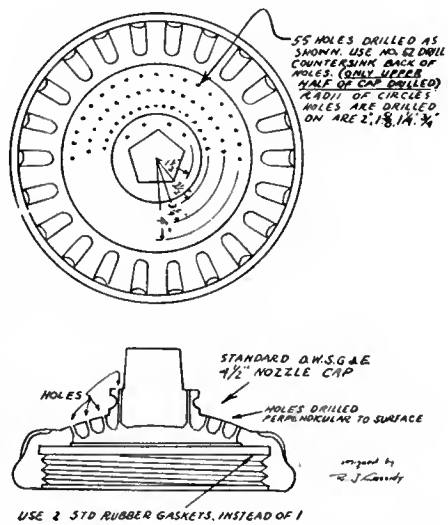
A NEW TYPE of hydrant shower designed by the department of water supply, gas and electricity of New York was used extensively in the city's streets last summer. The device was especially welcome because use of the hydrants for street showers had been forbidden for several years because of the water shortage. The accompanying diagram of the spray cap illustrates the manner in which the holes have been drilled and shows how the water is directed upward in a wide spray. Caps were drilled by the department force. The spray is described by the commissioner as follows:

"Our standard hydrant has two nozzles, one 2½-inch and one 4½-inch. The larger one was used to produce a better spray.

"This sprinkler cap replaces the 4½-inch cap on the hydrant when a spray is desired.

"As the threads on the caps and nozzles do not all start at the same point, two different thicknesses of rubber gaskets (5/32 inch and 5/64 inch) were furnished with each cap, thus any cap could be made tight with the spray holes lined up on the upper half of cap.

"The estimated flow of water through the cap is twenty-five gpm at forty pounds pressure.


55 HOLES DRILLED AS SHOWN USE NO. 52 DRILL COUNTERSINK BACK OF HOLES. (ONLY UPPER HALF OF CAP DRILLED)
RADII OF CIRCLES HOLES ARE DRILLED ON ARE 2, 1⅞, 1¼, ¾"
STANDARD A.W.S.G.A.E. 4½" NOZZLE CAP
HOLES
HOLES DRILLED PERPENDICULAR TO SURFACE
USE 2 STD RUBBER GASKETS. INSTEAD OF 1

"The caps cost us $3.25 each, the rubber gaskets $.08 each for the heavy ones and $.06 each for the light ones and the spanner wrenches $1.75 each."

Health Education in a Recreation Program

Richard B. Kline

IN WHAT John S. Nagy, commissioner of recreation, hopes will be a step towards making health protection a dimension of recreation in Cleveland, he has added a nurse to his staff to fill the newly-created position, the director of health education. The idea of a qualified, full-time staff member to work closely with other supervisory personnel is believed to be unique among established municipal recreation programs in this country; and is Mr. Nagy's answer to a problem which has long troubled him: that the health protection available to children at school and adults at work is not available to them at play. The idea had its origin last summer when the commissioner hired a nurse to study health problems at the city's swimming pools, and a whole new policy for the pools resulted. He was surprised and pleased at what even one nurse could do, saw improvement in an area in which he had long felt recreation to be deficient, and ordered similar studies made of indoor recreation facilities. These studies, now under way, give promise of yielding equally impressive results.

MR. KLINE, *former reporter for the Cleveland News, is now a free lance writer specializing in recreation topics.*

When the city's outdoor swimming pools opened last summer, there were the familiar complaints from mothers that their children had picked up skin rashes at the pools, or had not been given adequate first aid treatment after minor accidents, or had been exposed to other children carrying large, open sores on their bodies. Much as he would have liked to, Commissioner Nagy knew that staffing the pools with trained medical personnel was a budgetary impossibility, so he decided to hire a nurse to study the problem and make recommendations.

Fortunately a nurse with wide experience in dealing with large groups was available for the job—Margaret T. Bogart, R.N., with fourteen years nursing experience in industry, the government and the army, was seeking summertime employment while studying for her master's degree. Nurse Bogart says that at first she couldn't see the need for a nurse in recreation, but one summer on the job has changed her mind.

After personally inspecting the pools to check on the complaints, she suggested that a proper first step would be to have pool staff members examine the bodies of patrons before they entered the pools and exclude those persons who looked as though they were carrying infectious skin diseases. Although permissible under the city health code, this had never been attempted before for lack of competent people to make the examinations, but Nurse Bogart felt that she could teach lifeguards and other pool personnel to recognize suspected cases of ring worm, impetigo, athlete's foot, various skin rashes and poison ivy. After consultation with the division of health, she added open, draining sores to her list of grounds for exclusion when it was decided that the chlorine strength of the city's pools, while enough to kill most germs, is reduced by the presence of large numbers of bathers and of bathers with oil on their bodies. Tests for chlorine strength are conducted hourly, after which the proper chlorine level is restored, but it was agreed that the interval was too long for safety. Signs were posted informing patrons that those who did not qualify for admission under the new regulations would get their money refunded and would be admitted only when they produced certificates from their doctors or from the division of health (obtainable at no cost) to prove that the infectious condition had been remedied.

In addition to teaching recognition of suspected cases of these various diseases, Nurse Bogart set up surveys at the pools to determine "accident potential" as a start toward finding ways to prevent accidents, and prepared a course in first aid, to be revised the following year on the basis of the surveys, which also would establish which types of injuries occurred most frequently. She used both formal and informal teaching methods for her "in-service" education program. On Mondays, when the pools were being drained, lifeguards were required to attend institutes, where the nurse would lecture and show posters and films depicting those diseases which would not be grounds for exclu-

sion. (Other pool personnel were urged to attend these sessions, but their attendance could not be made compulsory, for only the lifeguards were being paid.) Although the institutes were quite useful, even more important in the nurse's estimation were the informal sessions she would conduct on her daily visits to the pools. These lessons included key boys and girls who, in this way, could be trained to fill in for lifeguards in the inspection program whenever necessary.

To enlist patrons in the new health program, a division of recreation artist made posters to be displayed at all the pools. One of these colorful and highly original signs told patrons how, "For Safety's Sake," new qualifications for admission had been established and urged all to cooperate. Another offered "Ten Swimming Hints" to remind swimmers to "Look before you dive" and to "Stay within your depth"; while a third told of the "Signs of Prolonged Swimming" such as "bluish tinge to the lips" and "uncontrollable shivering."

The biggest problem during the program's first summer was found to be the large turnover in pool personnel, which made it necessary to teach the same material several times during the summer. This condition led Nurse Bogart to recommend at season's end that formal training sessions for key boys and girls, similar to the institutes for lifeguards, be undertaken next summer, to make certain that a wider range of fully qualified people would always be available. Another problem was found to be general indifference to the new health program, which led in some cases to cursory examinations and failure to report every pool accident, but it is thought this attitude will pass once the health program becomes established as a regular part of the summer routine. Occasionally a patron would object to being excluded, but none of these complaints were carried past Mr. Nagy's office.

That there was a need for the new health program in the city's pools is borne out by the figures below. They are more impressive when it is remembered that a full month in one of the hottest summers in recent history had elapsed before the program was instituted:

Pool Rejections	
Athlete's Foot	1,073
Skin Rashes	89
Ring Worm	6
Impetigo	0
Miscellaneous (open draining sores)	78
Total	1,246

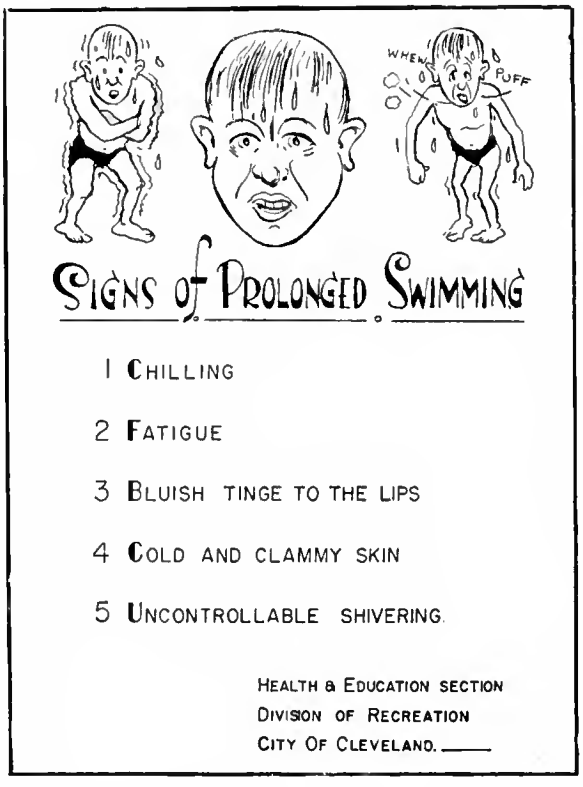
Pool Accidents	
Cuts	399
Abrasions	345
Contusions	245
Lacerations	74
Slivers	35
Miscellaneous	45
Total	1,143

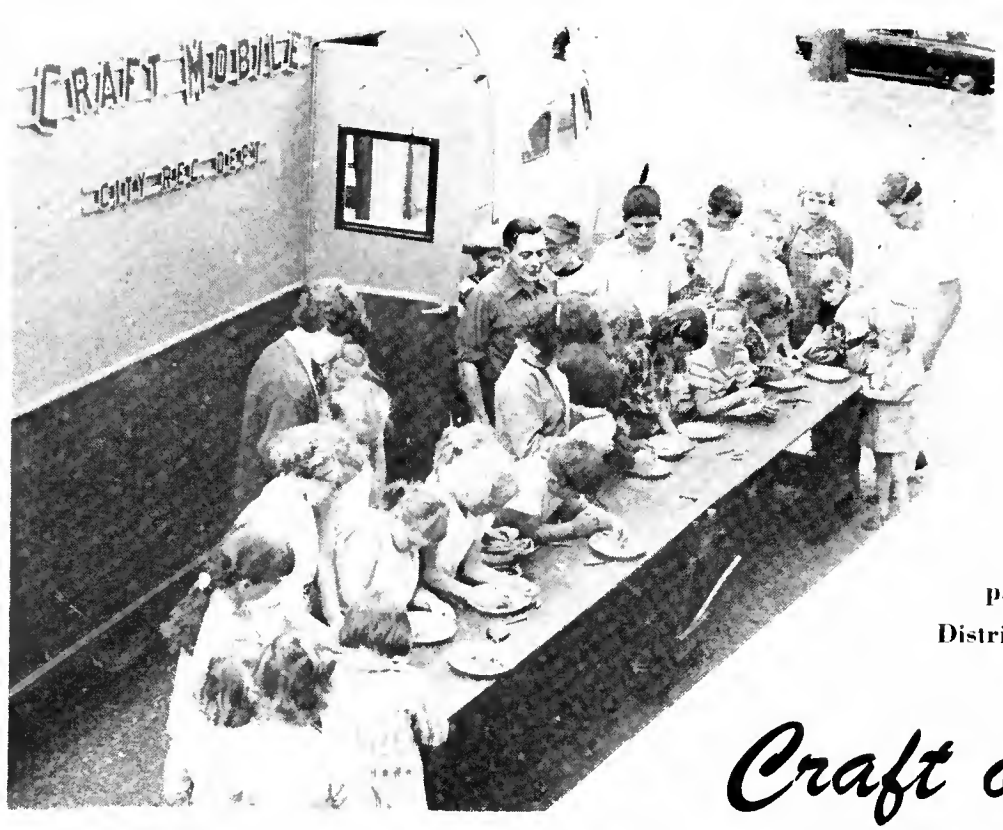
Commissioner Nagy accepts these figures as proof that swimming in pools can be made safer and healthier at a cost which is minimal in comparison to the importance of the work being done. In addition, he feels they indicate that a vast area for research exists. Anxious to see if the same can be done for recreation indoors, he has authorized Nurse Bogart's study expanded to include six recreation centers, four "boys' towns" and eight "outposts" (recreation centers operating as part of community housing projects) and one arts and crafts center.

Spotting infectious diseases on patrons, accident prevention and knowing how to administer proper first aid are still the important considerations, but it is hoped that the program indoors will eventually become more general, with health education coming in for as much attention as health protection.

In addition to mounting health posters at all the centers and making available free pamphlets on various health topics, Nurse Bogart has been asking for requests for information relating to health. A typical response was that of a member of a golden-age group (persons sixty-five and older) who wanted to learn about the process of aging, so he could better understand changes within himself. No attempt at personal diagnosis is ever made, of course, but Nurse Bogart is happy at the chance which recreation affords for spreading health information. Whenever a topic is suggested that she does not feel qualified to handle, she arranges for a doctor from the division of health to speak to the group requesting such information.

Mr. Nagy sees the new health program as a proper function of recreation, believing as he does that recreation is anything that tends to make peoples' lives fuller and happier. "I believe this type of health education is a requisite in operating truly effective recreation activities," he says, and assures that so long as he is commissioner, and ways can be found to make recreation safer and healthier, health protection will be a part of recreation in Cleveland.





"The program was so appealing the boys were giving up baseball to participate." — Robert L. Horney, District Representative, NRA.

Craft on Wheels

Loren M. Thorson

(Above) Exterior view of Craft Mobile showing part of group working outside on the portable and collapsible tables which are stored inside the trailer when not in use.

Interior of one-half of trailer showing work bench, containers for storing small supplies. Note items suspended on wall. From these, parents get idea of craft projects.

"Here comes the Craft Mobile!"

Yes, that's the shout commonly heard on the playgrounds of St. Clond, Minnesota. Here is another "mobile" unit to add to the ever-increasing popularity and use of the principle: "put it on wheels."

The city of St. Cloud does not pretend this is possibly the only Craft Mobile in operation in the United States; but perhaps many recreation systems are not acquainted with the workings and advantages of such an innovation. The idea of the Craft Mobile was originated in the mind of Bill Miller, craft specialist for the St. Cloud Recreation Department. The idea was not born because of its "novelty" aspect, but rather because of the recognized need.

St. Cloud, a city of about 30,000 people, has a total of seven playgrounds in operation in the summer-phase of its year-round program. Like so many other cities in the U.S., most of St. Clond's playgrounds are not fully equipped with tools, machines, electrical devices, and so on, to implement a complete craft program. The craft specialist who traveled from playground to playground during the week was using the well-known method of carrying supplies and equipment in the trunk of his car. Even at best, this was highly undesirable as the ensuing disorder meant that materials, equipment, and supplies were often lost, forgotten or misplaced. Many craft projects could not be undertaken simply because of lack of certain electrical or heavy equipment.

MR. LOREN M. THORSON, *University of Minnesota graduate, is the superintendent of recreation, St. Cloud, Minnesota.*

When Bill Miller suggested the idea of the Craft Mobile to the superintendent of recreation, it seemed to offer the immediate solution to our problem of expanding our craft program. A hunt was instigated which turned up a house trailer that had been damaged by a stove explosion. This seemed ideal since much of the interior needed to be rebuilt to suit our particular needs. The house trailer was obtained for a relatively low price because of its damaged condition and all conversion work was done by Mr. Miller himself.

The Craft Mobile is divided into two sections. One section is the so-called workshop where machines and other

Machine shop where various electrical appliances are installed or removed as projects demand. You see a jig saw and on the right, partly hidden, electrical sanding machine. Not shown are two storage cabinets in center section.

movable or electrical devices are installed. The other section has a semi-workbench area. Not only may craft patrons work in this section, but built-in racks make supplies immediately available for the particular project. Separating the two sections are two large storage lockers which house all supplies needed to complete various craft projects. To accommodate the majority of the craft patrons, long collapsible tables are stored inside the vehicle and can be quickly set up outside or near the door of it.

Quite naturally we waited with bated breath as the Craft Mobile was first introduced to our playgrounds. Would it be accepted; would it result in any increased participation? The results were amazing and pleasing. In 1952, the first year, attendance at our craft projects doubled; and, even more encouraging, was the fact that the attendance held up right to the end of the program rather than falling off the latter part of the season. Despite the fact that our craft program is larger, we were actually able to save money in craft supplies, simply because they could be issued from a central point, and not stored at playgrounds as formerly, which had resulted in waste, drying out of paints, breakage of bottles, and so on.

In our second year of operation, interest was still at a high peak, and going up. Our vehicle is painted in bright colors and each year we plan to repaint, changing the color scheme, of course. The following specific results and advantages are possible with the use of a mobile craft unit:

1. Increased attendance.
2. Increased enthusiasm.
3. Electrical machines may be moved into the Craft Mobile as the particular project demands.
4. With an extension cord, the Craft Mobile can set up a craft program anywhere in the city where an electric outlet is available.
5. The unit can be utilized by young and old alike. (Even golden-agers have their fling at it.)
6. Materials are given out only as needed, resulting in craft supply savings.
7. Sight of the Craft Mobile moving from playground to playground attracts much attention and provides recognition of our craft program.

While other recreation departments may differ in opinion as to who should own the Craft Mobile, our craft specialist has purchased and rebuilt ours and the city of St. Cloud leases it by the season. Private ownership seems to assure a higher state of readiness and upkeep.

We have found, too, that having all tools and supplies for crafts handled by a competent person has saved us money.

Yes, if you have only a few pieces of craft equipment and limited craft facilities, try installing your precious pieces of equipment into a Craft Mobile and make it available to all playgrounds.

Design in Crafts

All crafts have a design—the way they are put together and the decorations which are applied to them. Certain elements govern design, and how they are combined makes a good craft or an unsatisfactory one.

The first element, called function, reflects the purpose for which the object is intended. To achieve this, suitable material and mechanical efficiency in the working parts are necessary. The second is beauty, which evolves from the way the material is handled. To secure beauty, designers employ balance, rhythm, and contrast in materials in applied design. Applied design is usually understood to be decoration, which in turn is governed by the use for which the craft is intended.

When a leatherworker plans a wallet, he knows that it will carry cards and money of certain dimensions. He plans the size of the wallet accordingly. He is concerned with safety for the contents and convenience in the arrangement of the inside sections. He uses materials which will wear well. This is the functional side of his craft. He may be satisfied with the texture of the material and fine workmanship to provide enough beauty. He may decide to go on and apply some additional decoration. Again function enters, for the decoration should suit the material and not decrease its efficiency.

Reprinted from *The Book of Arts and Crafts* by Marguerite Ickis and Reba Selden Esh. Published by Association Press, New York, 1954. $4.95.

COLOR and Playground SAFETY

"LOOK OUT for your head!" is a warning frequently heard at school and on the playground, because there are many places around these areas where such warnings are needed. Written signs warning of dangers often go unnoticed, but bumps *can* be prevented, and this is where color comes in. It can be mobilized to warn the child in such a way that his body will react automatically.

The first step is to determine what warnings are important, and the second step is to select the right color to give the warning.

Principles

The "Du Pont Safety Color Code" is a uniform system of "color signals" which was developed by safety and color experts of the Du Pont Company and Faber Birren, color consultant in New York City. First announced in March of 1944, and promptly approved by the National Safety Council, it has been widely used by schools and industrial concerns, by the railways, and by others.

In its development, every effort was made to reduce the types of warnings needed to a minimum. Consideration was also given to the associations which people in all parts of the world have given to color through the ages. The schedule of warnings to be signalled by color was reduced to six, and individual colors were chosen because of their practical aspects and traditional associations.

Yellow was adopted in the Du Pont Safety Color Code to be used for the bumping, stumbling, falling, or tripping hazards. This was done because numerous tests have shown that yellow attracts attention more quickly than any other color. Another advantage of yellow is that most children can distinguish it even though they may be color-blind, and unable to distinguish between red and green. Also, yellow has a very high visibility under practically all lighting conditions.

Orange, like yellow, has a high attraction for the eye. It possesses good visibility, even in shadow. This is in contrast to red, which is apt to appear brown if the light is bad. Therefore, orange is ideal for marking danger areas, and it was chosen to mark things that might cut, crush, or cause injuries other than the hazards signalled by yellow.

Green was chosen for marking safety equipment because of its traditional association with this subject.

Red has long been associated with fire protection. Every child who has seen a fire company in action links red with fire, and the authors of the color code therefore chose it for this one purpose.

Blue was chosen for the marking of electrical controls or for equipment under repair, or which should not be operated. Throughout industry and transportation, blue has been used for many years to indicate caution.

White or *gray* or *black*—colors that are not as striking as the other five used in the code—are reserved for the lesser role of indicating traffic lanes, corners, rubbish boxes, and the like.

It can thus be seen that the recommendations in the Safety Color Code are simple. They can be used in the school buildings and on ships, and can easily be adapted for use on playground equipment such as slides, see-saws, swings, swing rings, jungle gyms, and trash cans.

Playground Recommendations

Slides and Jungle Gyms: *Green* is the logical color. It is popular. It is conducive to happiness, and counteracts the excessive brightness of sunlight. Furthermore, it is very restful. The steps leading to the top of the slide should be painted *yellow* to increase their visibility. The contrast between green and yellow will automatically draw the attention of children and remind them to watch out for the steps.

See-Saws or Teeter-Totters: *Green* is a pleasing color to use here. The edges should be painted *yellow*. That will tend to make them more easily seen by children who are apt to be hit by them or to run into them while at play.

Swings and Swing Rings: For the uprights and overhead bars, *green* is again the best color. The seats or rings should be painted *yellow*. They will thus be more easily noticed by children who might otherwise be hit by them.

Trash Cans: *Gray with a white star.* Gray is the most practical color for waste receptacles. A white star emphasizes neatness and cleanliness. By so painting refuse cans, children are attracted and unconsciously encouraged to do their share to keep up the neat appearance of a playground.

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RIGHT WAY. These clowns use slides in way to prevent accidents. Doug Stiles (standing) waits for Burton Pierard to complete trip.

PLAYGROUND SAFETY IN ATOM CITY

Mina P. Miller

)LAYGROUND safety is a two-pronged program of education and hazard elimination in Richland, Washington. ne town of men and women who manufacture the atomic l, plutonium. Boys and girls in the southeastern Wash-ton atom city are taught the safe way to handle radio-ive isotopes at Hanford Atomic Products Operation.

The General Electric Company, operating the plant and town as prime contractor for the U. S. Atomic Energy mmission, has applied industrial formulas to playground ograms with these gratifying results: in 1950, at the be-nning of the city's park and playground development pro-am, there were no accidents reported on existing play-ound equipment; in 1951, the number of accidents rose arply to fifteen after the major portion of the city's new ayground equipment was installed; this was brought down the low total of three reported accidents in 1952.

In 1943, when Richland was selected as a site for the orthwest's atomic city, there was a population of 250; in 53, there were nearly 25,000 people living in the city. bout 7,000 of them were school-age children depending most entirely on the city's park and playground system r their summer recreation. In 1952, General Electric's mmer recreation program attracted a total attendance of ,000 children. Yet there were only three accidents serious ough to report.

Hazard elimination by itself is only half the job done. he other half, added to complete the safety picture, is the mpanion campaign on safety education.

Recreation leaders are constantly teaching and helping ildren to play more safely. It's a sort of perpetual motion ogram to develop that sixth sense of self-preservation in oungsters.

Rules of conduct in the parks and playgrounds are mainly safety regulations. Adults as well as children are covered by regulations posted in all play areas. Adults are also given the benefit of recreation leadership in informal and formal group gatherings. While safety is not "preached," it does play a part in instruction since the right way to play a game is always the safest way.

Football, baseball and basketball clinics are conducted each season, not only to help youngsters have more fun by learning more about games, but to teach them the safest way to play them. Players in baseball clinics, for example, are taught how to fall away from a ball or a slide, how to slide into a base, cover second base on a double play, and how to get away from a sliding runner. Similar techniques are taught in other clinics, usually held at the beginning of the respective seasons. Such instruction is also given adults in a special winter recreation program.

Kite flyers are warned every spring of the dangers of flying their craft too near power lines and against using anything metallic, such as wire or Christmas string, to guide kites.

Bicycles, too, can be a problem if youngsters use them without discrimination. The city's patrol force conducts a bicycle safety school, and the Recreation and Civic Affairs Unit conducts a bicycle skill contest as part of the summer recreation program. There are in excess of six thousand bicycles registered with the patrol. Without this program, they could become one of the worst hazards in the city.

Turning to drama, music and poetry to tell the playground safety story, members of the General Electric Recreation and Civic Affairs Unit have found one of their most effective means of reaching the children.

"Mr. Wrong Way" and "Mr. Right Way" have become classic playground characters in Richland. This shows that children are best reached through something they love. The characters are two clowns played by Richland's own "Tony, the Atomic Clown," a perennial favorite with atomic city

RS. MILLER *is attached to News Bureau staff, Nucleonics ivision, General Electric Company, Richland, Washington.*

children, and his partner, twenty-year-old Burton Pierard. Tony Prince is a professional circus clown who now works for General Electric. He has trained Burton Pierard, who is now an independent clown in his own right, and together they tell the safety story.

In skits they act out short poems written by Mrs. M. L. (Betty) Szulinski, better known in Richland as "The Lady from Safetyland." Mrs. Szulinski has written numerous stories and songs for children and many of them have been made into recordings for broadcast over local radio stations. They have also been syndicated for radio programs by the National Safety Council.

Planning Eliminates Hazards

In layouts for playground equipment, areas for pre-school and elementary-age children are placed out of the paths of traffic of older children and adults. They are fenced off in such a way that others will be discouraged from making the area a thoroughfare to other apparatus. Courts and diamonds are also located out of the paths of general traffic; and special attention has been given to proper placement and height of backstops. Placement of specific pieces of equipment has been planned so that various types of apparatus stand in safe relationship to one another. This is done to prevent dangerous running in front of swings or tumbling off slides or jungle gyms into the path of giant strides, teeter-tooters or swings.

Neighborhood playlots are located on corner lots in the city for convenience, but could provide a major traffic hazard. So they are fenced, and access ways are placed at crosswalks, to prevent children from dashing into the streets between intersections.

All play areas in the city have street warning signs reading SLOW—PLAYGROUND. Adequate parking lots are located in easy access to all the city's parks and playgrounds, eliminating the hazard of cars driving on grounds or too close to play areas. Bicycle racks are also placed in these areas and bicycle riding on the grounds is prohibited. Other fencing has been installed at the edge of the city's Riverside Park to prevent youngsters from wandering too near the Columbia River, which forms the east boundary of the park.

The problem of keeping grounds green in the desert means there must be an extensive watering program. To simplify matters, and to reduce maintenance costs, automatic "pop-up" type irrigation systems have been installed in most park areas. These are ground level and have protective rubber caps over the sprinklers in athletic fields where necessary. They pop up during the watering, which is usually done at night after parks are vacated.

Engineers, checking proposed playground equipment, look for safety features in basic design and probable durability against the onslaught of active atom city youngsters. It gets a double check from recreation leaders, who are familiar with the habits of the children who'll be runni and playing on such apparatus.

Some safety features incorporated in equipment at Ri land are: chair type swings for pre-schoolers; swir equipped with rubber-covered seats to resist slipping a eliminate sharp edges if a bump does occur; short li chains on swings are lighter and more flexible, giving p tection for the child who just might be struck.

Base anchors in baseball and softball fields are not rigi anchored but are installed on a swivel to "give" when player slides to base. This bit of resilience reduces dan of a youngster breaking a limb. Outdoor basketball goals offset from the main supporting poles so that players sho ing and running will not collide with supports before the r is broken. Outdoor electrical fuse boxes are locked a placed high to discourage dangerous tampering.

Check and Double Check

Park maintenance crews and recreation leaders are the constant lookout for possible hazards. During routi maintenance work, crews watch for, report and corr safety hazards. Pruning crews make certain no decay limbs are left to fall from trees or in the path of a child.

Weekly inspections of grounds and equipment are ma by General Electric Recreation and Civic Affairs U people throughout the year. During the time a playgrou program is being conducted, equipment and grounds a checked every day by members of this group.

Injury report blanks are kept at all play areas where recreation leader is on duty, and an accurate record made of all reported accidents. This way, developme of an accident pattern can be checked at the source, alo with a check on effect of safety programs.

An emergency first aid kit is available so playgrou leaders can administer minor and emergency treatment wounds. Injured persons needing medical treatment a sent directly to the company's first aid station in connecti with Kadlec Hospital. Emergency telephones are locat conveniently so that an ambulance may be summoned minutes . . . or a parent may be called for a child not bad hurt but who should be taken home.

Cooperative Effort

Efforts of other groups in Richland add greatly to t safety consciousness of children on playgrounds. Publici campaigns sponsored by the Richland Safety Council, pr grams conducted by the schools who also teach safety playground programs, and the Richland Junior Chamber Commerce program to Scotch-lite bicycles all play a maj role.

Parents are exposed to a thorough and effective indu trial safety program which can't help but overlap into t home. It all leads up to the elimination of accidents.

"Soundly conceived and properly administered, the community recreation program provides not only an indispensable service in itself but also the key to character training and to the general development of morale and patriotic citizenship."

—From *Youth and the Future*, published by the American Council on Education, Washington, D. C., 1942.

A Reporter's Notebook

Notes About People

Miss Dorothea Lensch, director of reation in Portland, Oregon, since 38, has been selected as "Woman of Year" for 1953 by the Portland oman's Forum. Miss Lensch is an ive member of the NRA and many er organizations, and author of the torial, "My Philosophy of Recrea-n," which appeared in RECREATION t month. Her award cited her work h the park bureau in helping to curb enile delinquency and in furnishing reation programs for adults, as well the pleasure and recognition af-ded Portland through the activities onsored by the bureau.

Clarence Cameron White, well-own composer and violinist, who as music specialist on the NRA staff ped to promote more widespread mu- and recreation opportunities for mi-rity groups, was named the winner the 1953-54 Benjamin Award for anquil Music for his composition, legy."

Tom King, Supervisor of Public Re-ions for the Jacksonville Recreation partment, retired March 1st, after enty-two years with the department.

Progress in Trouble Spot

Mr. J. D. Clague, president of the ong Kong Playground Association, s just sent in the following report to E. Rivers, assistant executive director the National Recreation Association. is an example of the importance ich leading citizens of Hong Kong ace upon the recreation being carried t in one of the troubled spots of the rld.

"Our new centre and playground in owloon is functioning to capacity, and ry large numbers of children and ults are using the facilities which are ailable. All concerned are very de-hted with the progress made.

"You will recall that during your visit Hong Kong certain details were put fore you regarding a large reclama-n scheme, and I am sure you will interested to know that the whole this area has now been reclaimed d filled in, and work is about to pro-ceed on turfing and surfacing. It will be some time before the whole area is laid out in the manner envisaged to include a swimming pool, bandstand, gardens, changing rooms, and so on—but it will only be a matter of a month or so before recreational activity begins. This should prove a great boon to the Hong Kong public. In addition three large stadiums have been constructed capable of seating 15,000, 17,000 and 30,000 spectators each."

Are You Going to the Reck?

♦ In Newport News, Virginia, the new Doric Miller Recreation Center is attended by more than a thousand participants daily. The program of activities provided by an able staff varies from marble tournaments to adult athletic leagues. The "Reck," as it is commonly called, provides most modern facilities for arts and crafts, dramatics, all outdoor and indoor sports, dancing parties and a snack bar.

It is well located to serve the Negro population of this city, with an entire block being covered by its playground, tennis courts, swimming pool and a large high school plant and athletic field adjacent. The local recreation superintendent, Mr. C. C. Nixon, boasts that these facilities are among the finest in the U.S.A.

A cooperative staff of nine labors ardently to provide a varied program. An advisory committee composed of twelve citizens represents a cross-section of the city's population. It provides helpful suggestions for the betterment of the program and encourages larger participation in, and appreciation of, the program activities offered. This service is very much needed in all centers and is greatly appreciated by the staff.—GORDON L. STARKS, *Director.*

Here and There

♦ The Wisconsin Park and Recreation Society has published, for its members, a most interesting supplement to its regular news bulletin. This, entitled *State Services Available to Wisconsin Municipal Park and Recreation Agencies*, is the copy of a talk which was delivered at the 1954 Wisconsin Park and

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Recreation Conference in Madison, in February, by M. G. Toepel, chief of the Wisconsin Legislative Reference Library. The material, in summary form, includes valuable information for the recreation executive as to just what the various state departments can make available to him as a service to his community.

♦ An interesting series of articles on the problems of the metropolitan area of Flint, Michigan, brought on by tremendous population growth, which was published in the Flint *Journal* recently, has now been gathered into a pamphlet by popular request. Entitled *Where is Flint Going*, it is a result of a seven-month study, and includes suggestions of several possible ways of meeting these problems as well as methods which other communities are using to meet them.

♦ One of the finest lighting plants for amateur baseball in the country has been installed in Dearborn, Michigan. A total of one hundred eighty lights, of 1500 watts each, will give the field a lighting power of 270,000 watts. The installation was made this spring, at a cost of over $60,000, by the city recreation division, under the direction of Henry D. Schubert, superintendent of recreation and John T. Dufour, sports supervisor. Plans are now underway to build, among other things, a concrete stadium in the near future, and five new outdoor swimming pools which will be in operation this summer. Dearborn also will have two artificial outdoor skating rinks in operation next year. The sum of $150,000 has been approved for these installations and they will be similar to the rinks in Detroit.

♦ Kings Mountain, North Carolina, recently passed a most successful bond issue of $250,000 for the expansion of its recreation area.

♦ In the year of 1953 there were 2,970 private golf courses in the United States, 1,321 semi-private courses, 765 municipal courses, or a total of 5,056. Of these, 2,977 were nine-hole courses, and 2,079 were eighteen-hole courses or larger.

♦ A tract of land in southwest Washington, D. C., consisting of about 427 acres largely covered with dilapidated slums and outworn commercial structures, has become the center of some controversy through the many proposals being made for its redevelopment. Some of the proposed plans give too little consideration to the basic civic and cultural requirements which so desperately need to be filled, and merely suggest replacing housing with housing. According to Robert J. Lewis, however, reporter on the Washington *Evening Star*, Pierre M. Ghent challenges all of us to think in larger terms, in a bill now before the 83rd Congress (H. R. 5397, revised as H. R. 7185). Ghent suggests a federal center to include, among other interesting items, a national theatre, opera house, music center, art gallery, and an olympic stadium —the latter suitable for international sports gatherings, with parking space, above and below ground, for approximately 30,000 automobiles.

♦ Greenwood, South Carolina, has put on an outstanding program for Joseph Lee Day every year, from nine in t morning to nine at night. Last ye a little five-year-old came up to R Massey, director of recreation, after t fun was over and asked, "When a we going to have another Joseph Day

♦ The Playground Trailer Theatre Milwaukee played to 20,000 boys a girls in the summer of 1953. The c of the theatre consists of twenty-thr youngsters, from eleven to sixteen ye of age, thus making this a popular ac vitity for the teen-agers as well as the younger children. Summer trou ing also adds zest to these drama activities. Robert Freidel, director the Milwaukee Players is in charge the program.

♦ A new monthly publication for p ents, nursery school directors and st and other leaders of pre-school ch dren, *The 2 to 5 World Newsletter* a resource for play and program ide leadership techniques, child psychol and health. Address, 127 East 5 Street, New York 22, New York.*

♦ The Highway Research Board Washington, D. C. has published a p fusely illustrated booklet entitled *Pa ing Turnouts and Rest Areas*. This designed to assist highway authorit in the location, planning and devel ment of turnouts and rest areas alo the highways. Sections deal with s selection, design and maintenance roadside areas. Design details inclu stoves and fireplaces, tables and bench signs and sanitary facilities. Pap dealing with various phases of turno and rest areas along the highways a in state parks contribute to the usef ness of this volume.

Coming Events

• The Third Annual Midwest Soci Afloat Conference will be held at L Villa, on May 22-23. Committee cha man for the program is Robert Greene of the Outboard Boating C of America, 307 North Michigan A nue, Chicago 1, Illinois.

• The University of Michigan's S enth Annual Conference on Aging w be conducted as a workshop in A Arbor, Michigan, on June 28-30. I further information, write to Dr. Wil Donahue, Chairman, Division of G ontology, 1510 Rackham Building, A Arbor, Michigan.

• The 1954 Annual Meeting of Children's Theatre Conference will held at Michigan State College, E Lansing, on August 23-28. The progr is designed to be of interest and pr

* Twelve issues, $2.50, twenty-four iss $4.00.

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to leaders in all phases of theatre for children. Write to Mr. Jed Davis, Department of Speech, Michigan State College, East Lansing, Michigan.

IN MEMORIUM

Fred S. Corbally

Mr. Fred S. Corbally, assistant superintendent of recreation, Bridgeport, Connecticut, passed away at his home this spring.

Born in Bridgeport in 1894, Mr. Corbally began his career in recreation as a playleader in 1918. In 1920 he became supervisor, and in 1924, assistant superintendent, in which capacity he remained until his death. He was responsible for much of the progress made in the Bridgeport Recreation Department.

Mr. Corbally was also a charter member of the Connecticut Recreation Society, and a member of the American Recreation Society.

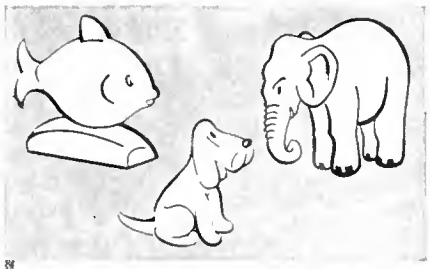
F. Ewing Wilson

Mr. F. Ewing Wilson, who for eight years served as commissioner of recreation in Newton, Massachusetts before his retirement in 1947, died recently at his home in Antrim, New Hampshire.

Before Mr. Wilson was appointed commissioner, he served as director of health and physical education, for a period of twelve years, with the Newton public schools. Some of the other positions he held were as coach and assistant principal at Tuscola, Illinois; coach in Streator, Illinois; and head coach and athletic director in Hammond, Indiana, public schools.

Charles P. Wilbur

Mr. Charles P. Wilbur died at his home in Trenton, New Jersey, last month at the age of seventy. He had retired last year after forty-three years with the forest service; starting as an assistant forester and then serving successively as state fire warden, chief of the division of forests and parks, and director of forests, geology, parks and historic sites. He initiated the New Jersey state forest nurseries, and was in great part responsible for the New Jersey state park program. He also started the present system of forest fire service, and was the author of many articles and pamphlets on forestry, forest fires, parks and the use of land. He was an active member of state and national park associations; and in 1937, he received the Silver Medal of the American Scenic and Historic Preservation Society.



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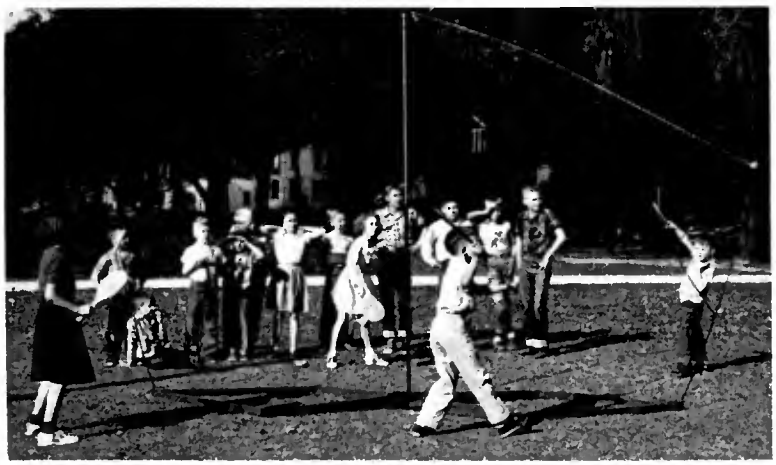

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PERSONNEL

NATIONAL RECREATION ASSOCIATION'S SERVICE TO COLLEGES AND UNIVERSITIES

W. C. Sutherlan

The National Recreation Association's direct service to colleges and universities dates back to the year 1910 (forty-four years ago) when Dr. Clark Hetherington served as the association's representative to visit schools to consult with faculty members about courses in play. At one time Dr. Hetherington's schedule was made out a year in advance. Following Dr. Hetherington, similar service was carried on by Eugene T. Lies, another member of the association's staff.

Preparatory to this personal field service was the work of a "Committee on a Normal Course in Play" appointed at the National Recreation Congress held in Chicago in 1907. Three courses were outlined, after extensive investigation of what was being done throughout the country, and many related activities were introduced. The historical picture is indeed an interesting one.

Today it has expanded to include many available services which are related to the professional education for recreation leadership.

I—Special Projects

Recreation, a New Profession in a Changing World: a recruiting brochure available to and used extensively by college officials and recreation executives speaking at high school and college "career conferences" and in connection with special recruiting programs.

How to Choose the Right College for Your Career in Recreation: available to executives and professional people, college officials and student counselors. A guide for students and advisers on where to get additional information.

Student Aid for College Recreation Majors: a five-page listing of scholarships, fellowships and assistantships. Available to students preparing for recreation leadership.

Student Field Work: a guide for college faculty, students and operating agencies.

Correspondence and consultation is provided on matters pertaining to the organization, development, and enrichment of professional preparation.

College and university graduates are followed up by field representatives and Recreation Personnel Service for determining the growth of candidates and assisting them in advancing in the profession.

List of Colleges and Universities Conducting Major Recreation Curricula: an up-to-date list distributed widely to prospective students, counselors and agencies in need of personnel.

Inventory of Professional Recreation Students: conducted twice a year, identifying mid-year and spring and summer graduates. Used to determine ratio between demand for workers and supply. Also, it provides helpful information for the planning of recruiting programs.

Southern Regional Study of Recreation Leadership and Training Needs: an exhaustive two-year study of professional education in fourteen states and a thorough study of the need for personnel. It serves as a pattern for the proposed national personnel survey.

Nation-wide Survey of College Recreation Curricula: a report on American colleges and universities conducting major graduate and undergraduate professional programs for the preparation of recreation leadership. This study brings up-to-date the one conducted by the association in 1948. The first directory of recreation courses appeared in 1948 but it was not until the association's survey of 1939 that a detailed listing of individual schools and their courses was published.

II—Special Services

Members of the association's headquarters staff and field representatives visit colleges and universities to interview students and assist in their e trance into the profession.

Recreation Personnel Service at n tional headquarters provides an oppo tunity for all recreation graduates place on file, at a central place, the professional credentials.

The Committee on Undergradua Education is working continuously o the improvement of undergraduate cu ricula.

The Committee on Graduate Educ tion is developing criteria for the sele tion of students and considering oth matters important to graduate profe sional preparation.

The In-Service Training Committe is developing materials for publicatio and is working on plans for extensio education on the part of colleges an universities.

The National Recreation Congre provides special sessions each year o (1) professional preparation, and (2 in-service training and personnel pro lems.

Eight district conferences held a nually provide opportunity for colle educators and executives of operatin agencies to work together more effe tively.

III—Articles

Articles in RECREATION magazin bear directly upon the college situatio including those on such subjects as pe sonnel, campus recreation, recreatio education, recruiting and selection, i service training.

IV—Indirect Services

The association's magazine, book many other publications and progra aids are used extensively as text boo and reference materials, in connectio with the professional recreation cours and later by the graduates after they a on the job. The association's researc program and other services all help th college and professional student.

The association has the help of th

MR. SUTHERLAND *is the director of the Recreation Personnel Service of NRA.*

ational Advisory Committee on Recruitment, Training and Placement in arrying out a broad program of personnel services. Real progress is being ade in our attempt to improve, dignify nd undergird the profession in order o make it more desirable for the professional students graduating from our olleges and universities.

RECENT APPOINTMENTS

Eloise Bartow, assistant superintendent of recreation, Sheboygan, Wis.; dward Brandeen, superintendent of ecreation, Owatonna, Minn.; Marie J. armichael, recreation worker, Maxell Air Base, Montgomery, Ala.; Robert L. Carter, assistant superintendent f recreation, Summit, N. J.; Emma ean Clayton, temporary recreation orker, Durham, N. C.

Sarah Kate Davis, recreation worker, inston, N. C.; William Ford, city athtic director, Concord, N. C.; George . Freeman, Moorland Y.M.C.A., Plainld, N. J.; Thomas G. Gidley, program irector, William and Kate B. Reynolds lemorial Park, Clemmons, N.C.; Kathyn Godbold, director of youth center, ainbridge, Ga.

Mildred Gwathmey, girls' athletic dector, Community Center, Trion, Ga.; eorge Hamaishi, recreation director, tate Hospital for Epileptics, Caro, lich.; Fran Hartzell, area recreation uperintendent, Baltimore County, Towon, Maryland; Glenn E. Hines, executive director, Booker T. Washington enter Association, Hamilton, O.; Lona C. Knoll, club director, Red River rsenal, Texarkana, Tex.

Chen L. Ma, recreation worker, .A.L. Center, New York, N. Y.; Ruth lacy, recreation director, Burrwood lospital, Cold Spring Harbor, N.Y.; elia Martin, assistant service club dector, First Army; Lois M. Pearson, ecreation assistant, Tooele Ordnance epot, Tooele, Ut.; Patsy T. Ravo, prinipal recreation leader, Baltimore, Md.

William Sapp, director of recreation, nne Arundel County, Md.; Edward J. hea, recreation worker, P.A.L. Cener, New York, N. Y.; Margaret Smith, ecreation director, Juvenile Detention lome, Roanoke, Va.; Dr. Robert E. temloff, recreation director of health, hysical education and recreation, Kenosha, Wis.; James J. Trebbin, assistnt recreation director, Kenosha, Wis.; lrs. Nancy Weaver, assistant city athtic director, Concord, N. C.

JOB OPPORTUNITIES*

• Music therapist in a hospital for mentally ill patients in Washington, D. C. A civil service job requiring a college degree with a major or minor in arts and sciences or three years experience in the field, or a combination of education and experience. Salary $3,410. Applicants should complete Civil Service Form 57 (available at post offices) and send to: Mrs. Hardwick Dickinson, Personnel Assistant, St. Elizabeth's Hospital, Washington 20, D. C.

• Supervisors of girls' and women's activities and women assistants in communities in Illinois, Kansas, Massachusetts, Minnesota, New Jersey, New Mexico and Vermont. College graduates, preferably with a major in recreation or related field, with some experience preferred. Salaries range from $3,000 to $3,800.

• Director of teen-age center in Michigan. Man or woman to direct three-story center and supervise staff of full and part-time workers. Also, man to direct new Negro center to be opened in September 1954. For details write to Harry H. Feldman, Superintendent of Municipal Recreation, 624 Wall Street, Port Huron, Michigan.

• Assistant directors of recreation. Two men for two Wisconsin communities. Bachelor's degree, preferably with major in recreation or related field. Paid experience not necessary, but some part-time or volunteer experience helpful. Salary range $2,700 to $4,200.

• Two women service club directors and one assistant director in Fourth Army area (Arkansas, Louisiana, New Mexico, Oklahoma, Texas). Applicant must be single, U. S. citizen, 24 to 35 years old, graduate of accredited college or university with major in recreation or related field, preferably with paid recreation experience. Complete application on Standard Form 57 (available at post offices) and forward to: Staff Service Club Director, G-1, Special Services, Headquarters Fourth Army, Fort Sam Houston, Texas. Salary range $3,410 to $4,205.

• Two positions at Fort Bragg for single women, U. S. citizens, 24 to 40 years old, graduates of accredited colleges or universities, with majors in recreation or related fields, or with a minimum of two years college and two years experience. One position for recreation assistant, beginning salary $3,175. The other for program director, two years paid recreation experience required (one year with military recreation desirable), beginning salary $3,795. Submit applications on Standard Form 57 in duplicate with small picture attached to: Miss Ann W. Tillinghast, Post Service Club Director, Fort Bragg, North Carolina.

* Unless otherwise specified, applicants hould write to Personnel Service, National ecreation Association, 315 Fourth Avenue, lew York 10, N. Y.

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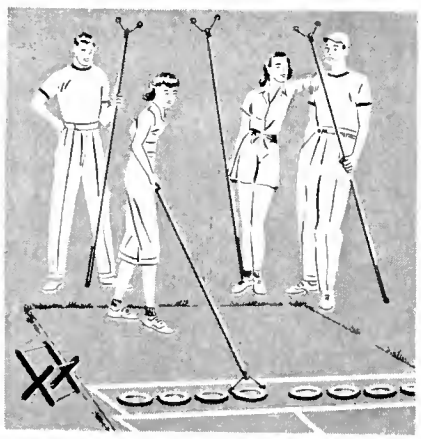

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Listening and Viewing

Films

• City dwellers in America have the power to determine whether their own communities must endure run-down, blighted neighborhoods or will renew or rebuild them, according to a new documentary film recently released by Encyclopaedia Britannica Films and the Twentieth Century Fund. The film is based on a special study made for the Fund by Miles L. Colean, nationally known authority on housing and city planning. The 24-minute, 16mm film will be distributed by Encyclopaedia Britannica Films, 202 East 44th Street, New York 17, New York.

• The first Walt Disney feature film to be released in 16mm for school and community use, *So Dear to My Heart*—a technicolor production—has proven to be one of the most popular full-length entertainment films in Association Films' library. Disney films are available for rental from Association Films' four regional libraries in Ridgefield, New Jersey (Broad at Elm,) Chicago (79 East Adams Street), Dallas (1915 Live Oak Street) and San Francisco (351 Turk Street).

• *The Sport of Orienteering**—a 25-minute, 16mm, sound color film, depicts Swedish sportsmen in a cross-country orienteering race and also shows different map symbols and fundamentals of using a compass. The film may be rented for a service fee of $2.50. For film rental or information on orienteering, write to Silva, Inc., First National Bank Building, La Porte, Indiana.

• Another interesting 16mm sound film on orienteering, *By Map and Compass*, is produced by Crawley Films, Inc., in cooperation with Silva Ltd. Based on procedures, outlined in a textbook of the same name, the film has a running time of 26 minutes and is available in color or black and white. Write: International Film Bureau, Inc., 57 East Jackson Boulevard, Chicago 4, Illinois.

Filmstrips

• Filmstrips for storytelling should prove a boon to playground leaders everywhere. The strips, used in a standard film strip projector, are appealingly colored scenes from children's classics, and are used to illustrate the story as it is told by the storyteller. Three stories are now ready for distribution, available with or without printed captions: "The Ant and the Grasshopper"; "Monkey See, Monkey Do" and "The Crab and the Monkey."

Reaction to these filmstrips was so favorable during their experimental use on playgrounds in ten cities that the National Recreation Association has arranged to handle them as part of the regular publication service. They may be ordered directly from the National Recreation Association, 315 Fourth Avenue, New York 10, New York, for $6.00 each. (NRA Affiliate Members are allowed 10 per cent discount.)

Records

Capital Records, Inc., has released more of the "Bozo-approved" albums for children. One which should be of particular appeal to small-fry playgrounders is "Bozo's Merry-Go-Round Music." Genial Bozo the Clown helps the tots on and off the merry-go-round for their lilting imaginary rides to the familiar "Our Director" march and "Ciribiribin" waltz played on a real band organ. Available on 78 rpm (CASF 3173) and 45 rpm (CASF 3173).

Books

Church Use of Audio Visuals, by Howard E. Tower. Published by Abingdon-Cokesbury, 150 Fifth Avenue, New York. Price $2.50.

Although published in 1952, this "how and why" book is still worthy of mention. The author writes out of long experience as a pastor conscious of the value of audio-visual aids in worship and other church activities. This book tells clearly what kind of equipment to buy and how to make the best use of it. A section of the book is devoted to the tape recorder and the record player.

Catalogs

• Educational Services, 1730 Eye Street, N.W., Washington, D. C., has a 48-page 1954-55 catalogue, "Listing of Educational Recordings, Filmstrips, and Equipment for More Effective Learning," which will be sent free upon request.

• Institutional Cinema Service, Inc., is celebrating its twentieth year of active

* See "*The Sport of Orienteering*" by Bjorn Kjellstrom, RECREATION, March 1954, page 170.

service by issuing a special "20th Anniversary Edition" of their annual film rental catalog. With an eye towards specialization, this catalog is keyed towards providing the right type of entertainment suitable for every institution—school, church, camp, club, "Y", and so on. Obtainable from their headquarters, 1560 Broadway, New York 36, New York. Free.

• Films of the Nations' new 1954 catalog is now available. Although in previous years the library of Films of the Nations was limited to films depicting other countries only, this policy has been changed. The 1954 catalog offers several new series such as "Pageant of the States," a series of films on the U.S.A.; an "Art Series" and a "Nature Studies Series." In this latter series some unusual and outstanding films such as "Spring Comes to a Pond," "Birth of a Florida Key," "Underwater Spearfishing" and the seven-time prize winner "Animals Unlimited" are available. Copies free upon request. Films of the Nations, 62 West 45th Street, New York 36, New York, or from any of its twelve regional distributors.

• The 1954 catalog, published by Bailey Films, Inc., De Longpre Avenue, Hollywood 28, California, is off the press. It is described as "the unimpeachable source of information for schools, organizations, and individuals desiring the latest facts on film from primary through collegiate level and those particularly suited for school, library, club, home, museum, and industrial audiences."

More than 600 titles appear. The catalog is profusely illustrated and completely indexed. Single copies will be mailed free of charge upon request.

• "The 16mm Index" is a new kind of reference catalog of films of the arts and sciences, issued by the D. D. Livingston Film Library, 349 West 45th Street, New York 36. Mimeographed, and punched to fit into a loose-leaf notebook, pages carry more complete information than is usual. Supplementary pages are mailed to purchasers as new films are added.

Extra copies of single catalog sheets are two cents each. Sets of pages according to subject—Dance, Art, Nature, and so on—$1.00 each. Copies of the complete catalog, including supplementary pages for one year, are $2.50. One complete catalog will be supplied free to each institution which has regularly rented or purchased films from this library.

THE *Rhythmaster* with TEMPO CONTROL

The Rhythmaster is the most unique instrument of its kind. With one easy movement, the teacher, the director, or the coach, can slow down a phonograph record to as little as 1/3 its normal tempo or speed it up as much as 300 percent to suit the rhythm requirements of any activity. This is because the Rhythmaster is the only instrument in which the speed is continuously variable over the entire range from 25 to 100 rpm. Moreover, only with the Rhythmaster can the speed be varied without the need for resetting or stopping. It is designed for all records: 33-1/3, 45, and 78 rpm, up to and including 16 inches in diameter.

The Rhythmaster is a practical and effective public address loudspeaker system as well . . . for indoors and outdoors. By simply connecting a microphone, large as well as small groups can be addressed and directed, even while the record is being played. In fact, the Rhythmaster is a complete, self-contained high fidelity sound system which also serves as a radio when connected to a tuner.

There isn't a single activity . . . educational or recreational . . . which cannot be more effectively conducted with the REK-O-KUT Rhythmaster. It is portable, and readily lends itself to any location . . . the class room, the assembly hall, the gymnasium, the athletic field . . . indoors or outdoors.

REK-O-KUT is world famous as a maker of professional disc recorders, turntables, and phonographs. These products are used by broadcast and recording studios, and among the nation's leading schools and recreation centers.

Available in single – and twin-speaker models, priced from $269.95

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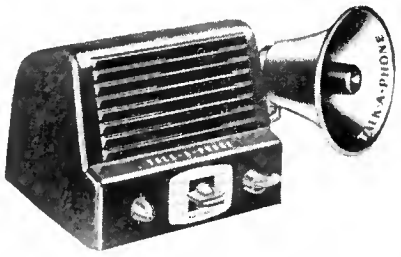
In Canada: Atlas Radio Corp., Ltd., 560 King Street W., Toronto 2B

MARKET NEWS

Intercommunication System

Talk-A-Phone Company has announced a new master selective intercommunication system.

Two models, the Talk-A-Phone AC-5406 (illustrated with the C-20 nine-inch weatherproof re-entrant horn) master station with five substation capacity, and AC-5411, master station with ten substation capacity, provide ample volume for paging on all positions in the intercom system. The additional master selective system, which operates on AC current only, is designed for covering large areas, either indoors or out, or where high noise levels would drown out ordinary intercommunications facilities. The master station can talk and listen to any one substation or to all simultaneously. Only

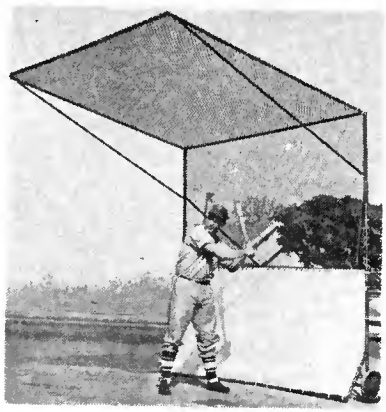


the master station plugs into an electrical outlet. Both systems have an optional feature whereby substations can be connected privately or non-privately and still originate calls to the master station.

The address of the company is 1512 South Pulaski Road, Chicago 23, Illinois.

Batting Cage

The Wells Portable Baseball Batting Cage provides additional baseball facilities and increases the versatility of crowded playing areas. It is easily maneuvered and transported on large rubber tired wheels, and the adjustable guide wheel permits the rear end to rest firmly on the ground for stability when in use. Heavy tarred netting protects baseball covers, and white canvas apron reinforces the netting and provides a solid background for players in the field. Heavy steel tubing construc-



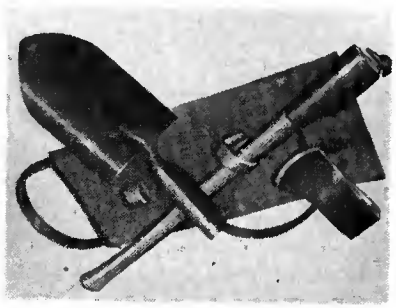
tion bolted and welded for additional strength. Canopy top may be folded for storage or transportation. Wells All-Steel Products Corporation, 6330 Troost Avenue (P.O. Box 192), North Hollywood, California.

Swimming Pool Products Catalog

Dolphin Swimming Pool Company, Box 55, Elmsford, New York, has available an attractive catalog showing various swimming pool maintainence products, pool equipment and accessories. The catalog also has a section on swimming pool care and operation.

Kamp Kit

Camping tools in combination carrying case-waterbag — such is the Dillon "slip-on" Kamp Kit consisting of an interchangeable ax and shovel with a



single handle, compactly carried in a tough, durable duck bag that conveniently doubles as a generous two-gallon waterbag. The complete kit weighs just seven pounds, and meets all regulations when the law requires the outdoorsman to carry ax, shovel and waterbag in national parks and forest areas. Western Productions, 1401 17th Avenue, Lewiston, Idaho.

Playground Games

Several games ideally suited for playground use have made their appearance on the market. If you haven't already seen these three, by all means send to the companies indicated for descriptive literature about them. Any one might prove to be just the "lift" your summer program needs.

XL Tops—The old game of "Diabolo" or "Loriot"—with new equipment. It is a challenging game of skill and coordination for solo or partner play. The pliable rubber tops, shaped like two cones joined together at the tips, is manipulated on a string attached to two hand-sticks. Write to Hammatt & Sons, 11356 Orangewood, Anaheim 5, California.

Sky-Pie—An exciting new game for one, two or more players. Equipment consists of a flexible plastic disk, about twelve inches in diameter, with a hole in the center, and a wire "snagger" which is used as a foil in catching the flying boomeranging disk. This California invention gives a new twist to many types of games involving throwing and catching. Information on this game also available from Hammatt & Sons.

Loop Tennis—This game, while not new, is growing in popularity among all age groups and has proved to be a highly successful activity on the playgrounds where it has been used. A frame containing metal upright loops and a center pole with a tethered ball, and paddles, comprise the equipment needed. D. R. M. Loop Tennis Company, P.O. Box 481, Tallahassee, Florida.

Books Received

American Planning and Civic Annual, 1953, edited by Harlean James. American Planning and Civic Association, 901 Union Trust Building, Washington 5, D. C. Pp. 162. $3.00.

Baseball Rookies Who Made Good, M. G. Bonner. Alfred A. Knopf, Inc., 501 Madison Avenue, New York, New York. Pp. 173. $2.50.

Children in Focus: Their Health and Activity, 1954 Yearbook. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C. Pp. 277. $3.50.

Curriculum Development in Physical Education, Rosalind Cassidy. Harper & Brothers, New York 16, New York. Pp. 399. $4.50.

Design for Artists and Craftsmen, Louis Wolchonok. Dover Publications, Inc., 7180 Broadway, New York 19, New York. Pp. 207. $4.95.

Dressing the Play, Norah Lambourne. Studio Crowell, New York 16, New York. Pp. 96. $4.50.

Dress Design, Elizabeth Wray. Thomas Y. Cromwell Company, 432 Fourth Avenue, New York, New York. Pp. 95. $4.50.

Firestone Story, the, Alfred Lief. Whittlesey House, McGraw-Hill Book Company, Inc., New York 36, New York. Pp. 437. $4.50.

First Book of Sailing, the, Marion Lineaweaver. Franklin Watts, Inc., 699 Madison Avenue, New York 21, New York. Pp. 69. $1.75.

Group Work in Community Life, edited by Clyde E. Murray, Marx G. Bowens and Russell Hogrefe. Association Press, New York 7, New York. Pp. 245. $4.75.

Grow Extra Dollars at Home, Ray Reynolds. Reynolds Gardens, Banksville Road, Armonk, New York. Pp. 51. $2.00.

Guide Lines for Group Leaders, Janet P. and Clyde E. Murray. William Morrow and Company, Inc., 425 Fourth Avenue, New York 16, New York. Pp. 224. $3.95.

How to Enjoy Yourself, Albert A. Ostrow. E. P. Dutton & Company, Inc., New York 10, New York. Pp. 259. $2.95.

Interscholastic Athletics, George E. Shepard and Richard E. Jamerson. McGraw-Hill Book Company, Inc., New York 36, New York. Pp. 276. $4.00.

Lives of Destiny, Donald Culross Peattie. The New American Library of World Literature, Inc., 501 Madison Avenue, New York 22, New York. Pp. 208. $.25.

Making Clothes for Your Little Girl, Helen Nicol Tanous. Charles E. Bennett Company, Inc., 237 North Monroe Street, Peoria 3, Illinois. Pp. 255. $2.95.

New Stencil Book, The, Professor Emmy Zweybruck. Prang Company, Publishers, 1706 Hayes Avenue, Sandusky, Ohio. Pp. 48. $2.00.

Peepshow Into Paradise, Lesley Gordon. John de Graff, Inc., 64 West 23rd Street, New York 10, New York. Pp. 264. $6.00.

Plant Breeding for Everyone, John Y. Beaty. Charles T. Branford Company, 551 Boylston Street, Boston 16, Massachusetts. Pp. 102. $2.75.

Songs Children Like: Folk Songs From Many Lands. Association for Childhood Education International. 1200 Fifteenth Street, NW, Washington 5, D. C. Pp. 48. $1.00.

Pamphlets

Annotated Bibliography of Books and Articles on Boating, An. Pp. 7. Annotated Bibliography of Books and Articles on Canoeing, An. Pp. 14. $.25 each. Annotated Bibliography of Books and Articles on Paddle Board, An. Pp. 2. $.10. Annotated Bibliography of Books and Articles on Sailing, An. Pp. 22. $.35. All from 1939 through 1951, prepared by Eleanor L. Wright, American Association for Health, Physical Education and Recreation, Washington 6, D. C.

Bibliography for Mature Readers, A. Isabel Scriber. Lifetime Living, 22 East 38th Street, New York 16, New York. Pp. 24. $.25.

Boating Films. National Association of Engine and Boat Manufacturers, Inc., 420 Lexington Avenue, New York 17, New York. Pp. 18. Free.

Brief History of the United States, A, Franklin Escher, Jr. Pp. 159. Flower Arrangements: Anyone Can Do Anywhere, Matilda Rogers. Pp. 190. Highlights of Modern Literature, edited by Francis Brown. Pp. 240. Life of the Spider, The, John Crompton. Pp. 191. The New American Library of World Literature, Inc., 501 Madison Avenue, New York 22, New York. $.25 each.

Group Games for High Schools, Colleges and Recreational Groups. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 27. $.25.

Guide for Trainers of Girl Scout Leaders, A. Pp. 123. $2.00. Guide for Troop Consultants, A. Pp. 28. $.50. Girl Scouts of the U.S.A., 155 East 44th Street, New York 17, New York.

"How To" Book of Outboard Cruising, Robert J. Whittier. Evinrude Motors, 4285 North 27th Street, Milwaukee 16, Wisconsin. Pp. 35. Free.

"How To Live From 40 On": Outlines of Lecture Programs Pp. 24. Bibliography. Pp. 25. Lifetime Living, 22 East 38th Street, New York 16, New York. $.25 each, combined price $.35.

Independence National Historical Park, Philadelphia, Pennsylvania, Edward M. Riley. Superintendent of Documents, Washington 25, D. C. Pp. 68. $.25.

1954 Official Guide and Rule Book of the Amateur Softball Association, and The International Joint Rules Committee for Softball. Amateur Softball Association, 11 Hill Street, Suite 401, Newark 2, New Jersey Pp. 144. $.60.

Official Recreational Games and Volley Ball Guide, July 1953-July 1955. American Association for Health, Physical Education and Recreation, Washington 6, D. C. Pp. 136. $.75.

Older People Tell Their Story, Woodrow W. Hunter and Helen Maurice, University of Michigan, Institute for Human Adjustment, Division of Gerontology, 143 Bostwick Avenue, N.E., Grand Rapids, Michigan. Pp. 99. $1.00.

Project and Idea Folio No. 4. Youth Crafts. The American Crayon Company, Sandusky, Ohio. $2.00.

School Athletics: Problems and Policies. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Pp. 116. $1.00.

Superintendent, the Board, and the Press, The. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D. C. Pp. 23. $.25.

new Publications

Covering the Leisure-time Field

Folk Party Fun

Dorothy Gladys Spicer. Association Press, New York 7. Pp. 320. $3.95.

Here is one of the nicest party books we've seen in a long time. The parties are original, planned in detail, based upon some holiday or season, and prepared around fourteen different folk cultures. Wouldn't it be fun to put on a Hawaiian Beach Supper or a Groundhog Party, a Chinese Moon Festival or Mother-Son Polka Party? Twenty-five original programs are all here, plus what so many party books leave out—where to get resource material like candles, flags, records, recipes, and so on.

Another nice thing about this book is its three major sections—Parties For Mixed Groups, Parties For Girls and Women, and Parties For Boys and Men. And each party is complete with invitation, decorations, favors, games and refreshments! The age range is from preteen through adult.

Dorothy Gladys Spicer is well known for her other books—*The Book of Festivals, Holiday Parties, Parties For Young Americans,* and *Windows Open To The World.* She is an authority on folk costumes. In this new book, she has done a beautiful job in giving us parties full of real flavor. Highly recommended.

Trends in Swimming Pool Design

Elgin-Refinite, Division of Elgin Softener Corporation, Elgin, Illinois. Pp. 20. Free.

This pamphlet contains simple, effective illustrations of the various pool shapes and brief comments as to the advantages of each. It also presents, in summary form, fundamental information with reference to a number of aspects of pool design and construction, such as materials, color, lighting, fittings, mechanical and cleaning equipment, which should be of interest and value to all recreation authorities.

New Dance Books

Back in the April 1949 issue of RECREATION we reviewed a set of delightful books, each on the folk dances of a different country. New ones have been added: *Dances of Austria; Dances of England and Wales; Dances of Sweden; Dances of France; Dances of Spain; Dances of Ireland.*

These are all authentic and traditional. The booklets are attractive, and the music as well as instructions are included. The illustrations are colorful, and will serve as a costume guide.

Each book is $1.00, and may be ordered from Clarke, Irwin and Company, Limited, 103 St. Clair Avenue West, Toronto 5, Canada.

They're well-worth adding to your dance library.

How-To-Do-It Books

Robert E. Kingery. R. R. Bowker Company, 62 West 45th Street, New York 36. Pp. 262. $4.50.

The latest, revised edition of this selected reference guide to publications in print and available in the U. S. It contains 3,500 entries arranged alphabetically under 900 headings, with necessary sub-divisions. A directory of publishers and an index of authors make it even more useful in locating books on non-vocational, sparetime, recreational and home-making activities of men and women. (We are sorry, however, that it does not include National Recreation Association publications in this field, and wonder why.)

It will save you time looking up titles in a library. Put it on the bookshelf next to your dictionary, thesaurus, atlas and book of quotations.

Short Cut to Etiquette

Edith M. Barber. Sterling Publishing Company, New York 16. Pp. 125. $2.00.

Miss Barber, winner of the New York Newspaper Women's Club Prize for the best women's page feature of the year, has written this book primarily for teen-agers. From what we hear, teen-agers in many communities could stand improvement in their manners!

Be that as it may, this book is simple, frank, intelligent and good-natured. It would make an excellent course of study for charm clubs, modeling classes, and so on. We suggest that a copy be added —casually of course—to the teen-center library!

Doug Anderson's cartoon illustrations are delightful.

The Complete Picnic Book

John E. Shallcross. A. S. Barnes and Company, New York 16. Pp. 123. $3.00.

Akron, Ohio, is the only city we know that has on its recreation staff a Director of Picnic Services—and Mr. Shallcross is IT. He therefore writes with assurance and authority—and he writes well!

He has kept his book simple in outline, devoting chapters to games for children, older children, women, couples, men, older people and special events. His chapter on planning is practical and concise; and, in case of rain, there is a chapter on indoor games.

The last chapter is on food, and discusses menus suitable for special types of picnics like clambakes and fishfries.

A cross-index makes the book even more easy to use; and special praise should be given to Hamilton Greene, whose illustrations are clever and amusing. Mr. Shallcross deserves a big hand. He's done a fine job.

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Recreation Leadership Courses

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Local Recreation Agencies

May and June 1954

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	Sherman, Texas May 10-13	Mrs. Ralph Day, Assistant Professor, Department of Physical and Health Education, Austin College
	St. Cloud, Minnesota June 1-4	Loren Thorson, Director of Recreation, City Hall
	Austin, Minnesota June 8-11	Harry Strong, Superintendent of Parks and Recreation
	*Duluth, Minnesota June 14 and 15	Miss Myrtle Larson, Director of Recreation, Public Schools
	Dubuque, Iowa June 18 and 19	Nicholas J. Sutton, Director of Recreation
RUTH G. EHLERS Playground Leadership	Pittsfield, Massachusetts June 14-17	Vincent J. Hebert, Department of Parks and Recreation, 52 School
ANNE LIVINGSTON Social Recreation and Playground Leadership	Western Zone Health, Physical Education and Recreation Association Workshop May 7 and 8	Franklin J. J. Diemer, Tonowanda Town Recreation Director, 116 Southwood Drive, Kenmore, New York
	Elmira, New York June 1-4	Allie P. Quatrano, Assistant Recreation Director
	Long Island, New York June 14-17	Morton K. Thau, Secretary-Treasurer, Long Island Recreation Association, High School, Baldwin
	Syracuse, New York June 21-24	Miss Nicoletta Urciuoli, Recreation Director, Municipal Recreation Commission, 215 E. Water Street
MILDRED SCANLON Social Recreation and Playground Leadership	Fayette County, Kentucky May 3-6	John F. Gettler, Fayette County Playground and Recreation Board, 400 Fayette Drive, Lexington
	Galesburg, Illinois May 10-13	Mrs. Ray M. Brown, Chairman Girl Scout Council
	Missouri Recreation Workshop May 29-June 4	Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson Building, Jefferson City
	Sheboygan, Wisconsin June 14-17	Howard Rich, Superintendent of Recreation
	Flint, Michigan June 21-24	Miss Lina W. Tyler, Director of Recreation, Flint Recreation and Park Board, 3300 North Saginaw Street
	Bergen County, New Jersey June 28-July 1	Richard Rodda, Superintendent of Recreation, Teaneck
GRACE WALKER Creative Recreation and Playground Leadership	Waterbury, Connecticut May 4 and 5	Wallace W. Hooker, Executive Director Pearl Street Neighborhood House, Inc., Pearl and Hopkins Streets
	New York, New York June 3	Miss Eugenie d'Arsi, Recreation Services for Older People, Federation of Protestant Welfare Agencies, Inc., 207 Fourth Avenue
	Youngstown, Ohio June 17 and 18	O. S. Ellis, Director-Treasurer, The Youngstown Playground Association, 2218 Ohio Avenue
	Westchester County, New York June 23, 24 and 25	Miss Vivian O. Wills, Assistant Superintendent, Westchester County, Recreation Commission, County Office Building, White Plains
FRANK A. STAPLES Arts and Crafts and Playground Leadership	Rockford, Illinois May 10-20	Hal Moyer, Executive Director, Ken-Rock Community Center, 2905 Bildahl Street
	Missouri Recreation Workshop May 29-June 4	Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson Building, Jefferson City
	Niagara Falls, New York June 8-17	Myron N. Hendrick, Director of Recreation, Department of Recreation, Hyde Park
	Poughkeepsie, New York June 21 and 22	William G. Beal, Superintendent, Recreation Commission, 39 Market Street
	Fairlee, Vermont June 23	Mrs. A. O. Brungardt, Vermont Director of Recreation, Board of Recreation, Montpelier

* Sponsored cooperatively by School and Park Departments of Duluth and Recreation Departments of Superior, Wisconsin, and Cloquet, Minnesota.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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PUBLICATIONS

☆ NEW ☆

Manual on Recording Services of Public Recreation Departments

This manual on the statistical recording of services provided by public recreation departments was developed by the Committee on Statistics for Public Recreation, appointed jointly by the National Recreation Association, American Recreation Society, and Community Chests and Councils of America, Incorporated, through its Social Statistics Project. The manual contains a monthly report form for public recreation services and instructions for its use and also suggested report and record forms and procedure for playgrounds, recreation buildings, indoor centers and special facilities.

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The Recreation Movement in America—*November 1946* ..... .10
Recreation's Part in Mental Health—*January 1952* ..... .10
School-City Cooperation in the Planning of Recreation Areas and Facilities—*April, May and June 1953* ..... .75
School Grounds Designed for Community Use—*January 1949* ..... .15
Standards for Municipal Recreation Areas—*July and August 1948* ..... .50
Study for the Development of a Neighborhood Playground—*April 1948* ..... .15
A Study of Public Golf Course Operation—*May 1952* ..... .10
Suggestions for Recreation Training Programs in Colleges and Universities—*May 1951* ..... .10
The Use of School Buildings for Recreation—*November and December 1950* ..... .25
Using Volunteers in a Recreation Program—*December 1951* ..... .10

How To Do It

P 175—Arts and Crafts Projects for the Recreation Program

Twenty-six "How To Do It" pages by Frank A. Staples, reproduced from Recreation magazine.

$1.00

Available Soon

The series of articles, "Planning for Recreation in the Modern City" by Hugh R. Pomeroy, Henry Fagin, and John T. Howard, which appeared in the February, March, April and May 1954 issues of Recreation, with additional new material, will be available in booklet form this fall. Date and price to be announced.

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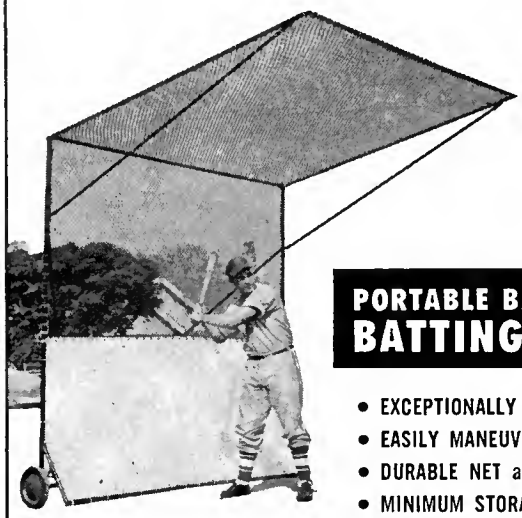

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JUNE, 1954

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Editor, Dorothy Donaldson
Editorial Assistant, Amelia Henly
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ASSOCIATE EDITORS
Recreation Administration, George Butler
Program Activities, Virginia Musselman

Vol. XLVII Price 50 Cents No. 6

On the Cover

GOIN' FISHIN'! These days small fry can be very small and still go angling. This picture was taken at the Torrington, Connecticut, Huck Finn and Becky Thatcher Fish Derby. Ponds, lakes and streams will be the scene of many such derbies in the months to come. Photo courtesy of Miller-Martin Studio, Torrington.

Next Month

Our next issue, in September, will follow the season and feature an emphasis on city-school cooperation in the providing of community recreation services, showing ways in which the recreation leader can relate his work to the schools and cooperation can strengthen a community-wide job. Among other articles, don't miss Dr. Edith Ball's excellent "Professional Leadership in Hospital Recreation," which she presented at the NRA's Hospital Recreation Institute, New York University, in January.

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NATIONAL RECREATION ASSOCIATION

A Service Organization Supported by Voluntary Contributions

JOSEPH PRENDERGAST, *Executive Director*

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The National Advisory Committee on Defense Related Services, composed of outstanding leaders in defense and recreation, was appointed to help the National Recreation Association to develop special defense recreation services designed to bring our country's local, state and national resources to bear on the recreation needs created by the impact of the national defense program.

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Oakland, California

STERLING S. WINANS
Director of Recreation, California Recreation Commission
Sacramento, California

WILLIAM P. WITT
Director of Parks and Recreation
Corpus Christi, Texas

BERNARD YORK
Superintendent of Recreation
West Palm Beach, Florida

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Things You Should Know . .

▸ A CITY-WIDE CAMPAIGN AGAINST LITTERBUGS AND VANDALBUGS, which could be a pattern for other communities, is being promoted by the Portland Chapter of the Isaak Walton League of America in an attempt *to do something about* this twin menace. They already have distributed hundreds of pamphlets, and samples of some of these may be available (address: 800 Pittock Block, Portland 5, Oregon). School children, with the help of their teachers in art and English, are busily turning out posters, cartoons, jingles and slogans. "Don't be a litterbug," scotch-lite decals for cars are being sold to spread public consciousness of the project. The whole town is humming, and they are wondering now whether it would be possible to organize such a campaign to work indefinitely.

▸ SURVEYS OF OUTDOOR RECREATION NEEDS in selected communities in the Texas-Oklahoma and New England-New York areas, conducted by the National Recreation Association at the request of the National Park Service, show a strong similarity in recreation interests by individuals and families despite differences in recreation opportunities and geographic locations.

In general, the most popular forms of recreation outside towns were those in which the *entire family could participate, relatively inexpensive* and which required areas or facilities most families could not provide for themselves. The importance of water areas developed for recreation use was repeatedly indicated in both regions.

Among the recommendations made by the association: Develop existing areas for more effective diversified recreation use, with special consideration to facilities for use by the entire family. Acquire, or obtain permission to use, additional properties within travel distances, and develop them in the light of unmet recreation needs. Study possibilities for additional water areas and make more effective use of existing waterfront properties. Expand overnight accommodations at areas distant from the city, especially where the recreation facilities are such as to invite a visit of more than one day. Provide the public with more and better information on available facilities and services. Establish methods of assuring cooperation of all interested agencies in making plans to acquire, improve, and operate recreation areas and facilities; and enlist the cooperation of local school and recreation authorities and agencies in a leisure education program that will assure wider enjoyment and use of extra-urban recreation areas and programs.

The survey will not be published, but its findings will be incorporated in the reports, scheduled for June 1955.

▸ THERE HAS BEEN A VERY GOOD RESPONSE to the Hospital Recreation Consultation Service of the National Recreation Association; and an increasing number of requests are coming in from cities throughout the country, for help in establishing and extending such services.

In New York City recommendations to waive the residency requirement for hospital recreation leaders were made recently by Dr. Morris Jacobs, general medical superintendent, after a conference with Beatrice H. Hill, NRA hospital consultant. Arrangements were also made for the use of students from recreation curricula, on a twenty-hour scholarship basis, in hospitals having a recreation program. Students will receive free room and board.

▸ RECREATION SURVEYS INCLUDING LONG-RANGE PLANS have been recently completed by the NRA Survey and Planning Service for the following communities: Weymouth, Massachusetts; Rochester, New Hampshire; Tuscaloosa, Alabama; Kenosha, Wisconsin; Royal Oak, Michigan; Warren, Pennsylvania. Studies are now underway in Lincoln Park, Michigan; South Bend, Indiana; St. Louis County, Missouri; DesMoines, Iowa; and Paramus, New Jersey.

▸ THE SPRING ISSUE of *Child Study*, a quarterly journal of parent education, published by the Child Study Association, is an especially good one and includes, among others, several good articles on recreation subjects. They are: "Fun Without Tears" by Ruth E. Hartley; "Framework for Fun" (the place of play in family life) by Robert M. Goldenson; "Competitive Sports and the Awkward Child"* by Lawrence S. Kubie; "Choosing a Camp" by Alethea T. Backhard.

The magazine costs $2.50 per year, sixty-five cents per copy and may be ordered from the association at 132 East 74th Street, New York 21, New York.

For Summer Planning

Program Planning for Bus Trips, a guide to safety and play activities in transporting groups of children, has just been published by the Jewish Association for Neighborhood Centers and the Play Schools Association, at 119 West 57th Street, New York 19, N. Y. Copies of the thirty-two-page pamphlet are sixty cents each.

Available to Groups

The Free-Loan Exhibit Collection of reproductions of paintings, as announced on this page in May, is collected solely in an effort to contribute to the art appreciation courses of schools, churches and similar groups. The loan collection is *not* available to any private individual. This additional announcement is made at the request of Mr. Edward M. Oestreicher, director.

Pardon Us . . .

• In our May 1954 issue, the sentence in the first paragraph of "Playground Safety in the Atom City" should read: Boys and girls in southeastern Washington atom city are taught the safe way to play *in the same manner their parents are taught the safe way* to handle radioactive isotopes at Hanford Atomic Products operation. Says Miss Miller, the author, "The possibility of Richland children coming in contact with anything hotter than the radium dial of a watch is extremely remote." Also, at the top of page 310, Burton Pierard is *twelve* years old.

• Director of Picnic Services, John E. Shallcross, is on the staff of the Division of Recreation, Cleveland, rather than that of Akron, Ohio, as stated in the review of his book—*The Complete Picnic Book* **—on page 320 of our May 1954 issue.

* Watch for "The Problem Child in a Child Care Institution," in a forthcoming issue of RECREATION.

** A. S. Barnes and Company, 232 Madison Avenue, New York 16. $3.00.

Opportunity Unlimited

A New Look at the Recreation Movement

Joseph Prendergast

Since the beginning of the twentieth century there has been a series of social, economic and political developments which have acted as catalytic agents in creating great surges of activity in community recreation. I need mention only the two World Wars and the depression of the early thirties as three of the most prominent events which have led to the establishment of community recreation departments in most communities of more than ten thousand population and in many smaller communities in this country.

Today we are in the midst of what has been termed a second industrial revolution. The implications of the resulting changes in the leisure life of America have already become clear in rough form. They go far beyond anything that we have experienced before. We know that in the years ahead individuals will spend more time, more energy, and more money on leisure living.

The opportunities for the community recreation movement in this changing era are so great that we can only guess at what new recreation developments may be brought about in the next five, ten or fifteen years.

If these opportunities are identified, if plans of action are developed and if all of the resources of the recreation movement for leadership, ideas and vision are brought together in a united effort, the future contribution of community recreation to the American way of life will be great beyond description.

What the national recreation movement will do with these new opportunities, what impact it will have on democratic community living, depends upon the ability of the movement to develop its leadership and its ideas.

As I emphasized at the National Recreation Congress in Philadelphia, the national recreation movement is not the same as the National Recreation Association, rather it is the hundreds, the thousands of recreation workers, professional and volunteer, and lay citizens interested in recreation. . . . Such a movement is apt to lack form and substance because it is made up of innumerable individual elements, each primarily concerned with a particular phase of recreation and a specific community.

However, it is from the movement as a whole that the needs and ideas, the leadership and the vision must come. Meeting at district conferences and annual congresses, serving together on committees of one kind or another, learning by doing in the individual community, reading and studying and thinking in solitude—in all these ways, policies and programs, research surveys and projects have their beginnings—and frequently have their ends—because there is no ready way to carry them to fulfillment.

Here is where the second important function of the Association comes into being, the first being its service function to individual recreation leaders and agencies. We have all served on voluntary committees with other busy people and have found that while we all could give the necessary time to meetings and discussions, none of us could provide the day-to-day follow-up or provide the secretarial, clerical and other administrative services needed to bring our recommendations to fruition.

It is, in my opinion, the responsibility of the National Recreation Association to provide these continuing staff services on a national, regional and state level which will make it possible for the national recreation movement to build a well-planned, sound structure floor by floor. . . .

The National Recreation Association is only one part of the national recreation movement, but I believe a very important part. It is, for example, the one national civic organization devoting its full time exclusively to serving the national recreation movement. Working together with organized recreation professional groups, interested and influential citizens, and with other special agencies that are contributing effectively to the movement, it is helping to give united leadership to a very important movement. It through the further development of this cooperation, I believe, that the needs and ideas, the leadership and the vision of the movement as a whole can be given vitality, purpose and achievement.

I believe that it is the responsibility of the National Recreation Association to provide the mechanics through which the thinking and experience and vision of the leaders of the movement can be channelled for cooperative planning, and service can be successfully developed and maintained.

I believe that the Association has already made several real strides forward in meeting this part of its responsibility to the national recreation movement through the establishment of district advisory committees and such national advisory committees as those on personnel, defense related services, and recreation research. National advisory committees on administration, program, state, federal and international recreation are now being established. To complete the picture a National Advisory Council to the Board of Directors of the National Recreation Association is now being formed.

Mr. Prendergast *is the executive director of the NRA.*

National Advisory Council

The Council will be made up of the chairmen (with their vice-chairmen as alternates) of national committees and of the chairmen or representatives of district committees listed below:

National Advisory Committee on Recreation Administration—George Hjelte, general manager, Department of Recreation and Parks, Los Angeles.

National Advisory Committee on Recreation Programs and Activities—Dorothea Lensch, director of recreation, Bureau of Parks and Public Recreation, Portland, Oregon.

National Advisory Committee on Recreation Research—James Stevens, Sr., superintendent, Recreation Board, Greenwich, Connecticut.

National Advisory Committee on the Recruitment, Training and Placement of Recreation Personnel—Dr. Paul H. Douglass, Grand View Farm, Granville, New York.

National Advisory Committee on the Special Defense Related Services of the National Recreation Association—Robert W. Crawford, deputy commissioner and superintendent, Department of Recreation, Philadelphia.

National Advisory Committee on State Recreation—Sterling S. Winans, director of recreation, California Recreation Commission, Sacramento, California.

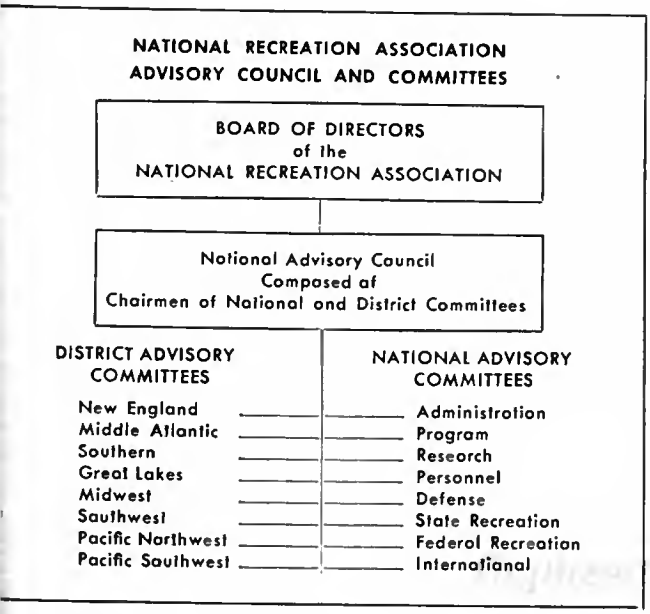
National Advisory Committee on Federal Recreation—Ben H. Thompson, chief of recreation planning, National Park Service, Washington, D. C.

National Advisory Committee for the International Recreation Service of the National Recreation Association—Austin Welch, National Catholic Community Service, Washington, D. C.

New England District Advisory Committee—John Crowin, director of recreation, Providence, Rhode Island.

Middle Atlantic District Advisory Committee— Michael E. Wargo, director of recreation, Bureau of Recreation, Clairton, Pennsylvania.

Southern District Advisory Committee—Anne S. Pherigo, executive director, Board of Park Commissioners, Lexington, Kentucky.



Great Lakes District Advisory Committee—Harold Myron, director of recreation, Highland Park, Michigan.

Midwest District Advisory Committee—Robert L. Black, community recreation assistant, Resources and Development Commission, Jefferson City, Missouri.

Southwest District Advisory Committee—Alvin R. Eggeling, director of recreation, Oklahoma City, Oklahoma.

Pacific Northwest District Advisory Committee—Ben Evans, director of recreation, Department of Parks, Seattle.

Pacific Southwest District Advisory Committee—Howard B. Holman, director of recreation, Joint Recreation Board, Fresno, California.

The chairman of the National Advisory Committee on Recreation Administration will be the chairman of the Council; and Arthur Williams, assistant executive director of the National Recreation Association will be the secretary of the Council.

Secretariat Services

Secretariat service will be provided the national committees by the following staff members of the National Recreation Association:

Administration—Charles E. Reed, director of the Field Department.

Program—Virginia Musselman, director of the Recreation Program Service.

Research—George D. Butler, director of Research.

Personnel—Willard C. Sutherland, director of the Recreation Personnel Service.

Defense—Arthur Williams, assistant executive director.

State—Robert Gamble, assistant director of the Field Department.

Federal—George E. Dickie, associate executive director, on loan to the Federal Inter-Agency Committee on Recreation.

International—Thomas E. Rivers, assistant executive director.

Secretariat service will be provided the district committees by the following district representatives of the National Recreation Association:

New England—Waldo R. Hainsworth.
Middle Atlantic—Richard S. Westgate and John W. Faust.
Southern—Ralph B. Van Fleet and Marion Preece.
Great Lakes—John J. Collier and Robert Horney.
Midwest—Arthur Todd.
Southwest—Harold Van Arsdale.
Pacific Northwest—Willard H. Shumard.
Pacific Southwest—Lynn S. Rodney.

The secretariat services of the Association as outlined above have for their purpose the smooth and efficient working of the national and district advisory committees and the National Advisory Council. Generally, the Association staff member assigned to a particular committee is expected to perform any or all of the following duties:

• To prepare or coordinate the preparation of the provisional agenda for all meetings;

• To prepare or arrange the preparation of such substantive studies and working papers as may be required and to

handle the distribution of any material submitted by a member of the committee;

• To maintain liaison with the chairman of the body and undertake for him the work of initiating or responding to correspondence, notifying members of the committee of time, place and subject matter of meetings, ensuring provision to the members of appropriate documents and other background material;

• To make the physical arrangements for all meetings, take care of verbatim reporting or summary recording and prepare or review reports and records to ensure substantive accuracy;

• To prepare draft reports on the work of the body for approval by the body;

• To certify, in appropriate cases, that the expenditures arising from the meeting are in accordance with existing regulations of the Association and are reasonable and in accord with the purposes of the committee;

• To prepare annual budget estimates for the committee for submission to the executive director;

• To advise the executive director on all matters with reference to the committee, to assist him on correspondence with the committee and its members and to represent him, when appropriate, at the meetings of the committee.

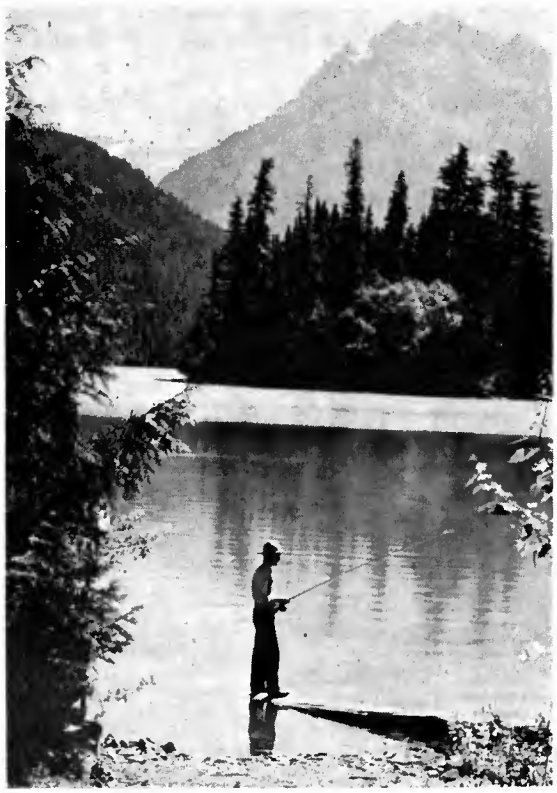
As of May 1, 1954, there were 1052 recreation agencies and 21 professional recreation societies or associations officially affiliated for *service* and 2119 recreation workers actively associated for *service* with the Association. It is my sincere hope that before long *all* recreation agencies and societies will be affiliated for *service* and *all* recreation leaders, professional and volunteer, will be associated for *service*. Only if the entire national recreation movement acts together can the promise of American life—happiness for all—be achieved.

JUST FISHING

I can't figure out what it does to his soul
When a man stands for hours hanging on to a pole
With a line and a hook dangling down in a hole.

It must be that angling is truly his dish
For I can't think he really is mad at the fish,
Or even that dinner is simply his wish.

No, there's something more here than, at first, meets the eye,
Some deep-seated reason why strong men will ply
Their skill and their patience just flipping a fly—



With never a sigh
As the hours pass by—
Yes, there must be a reason,
But I don't know why.

Not for minnow nor whale
Or to eat or for sale
Would I seven hours of ozone inhale
Just to lure a slim trout
Who is swimming about
To insert a sharp hook in his unwary snout.

But a man will! He'll stand
(Though the Turks take the Land)
In a blistering sun, with his shoes full of sand,
And just dangle a pole
In an Old Fishing Hole—
So it must be that fishing is good for his soul!

EVANGELINE SHORTALL MCALLISTER
(*The Sage Hen*)
Bayard, Nebraska

Letters

A Challenge to Recreation

Sirs:

I have read, with interest, the letter to the editor by Mr. Mortimer H. Morris, in the March issue of RECREATION. I am sure that Mr. Morris meant it to be provocative. . . . Certainly, some of the things that he has said are incontestable and he has done a service in raising these issues. However, I find myself in disagreement with many of the viewpoints he has expressed and feel so deeply about the matter that I am compelled to write a few comments of my own.

I agree with Mr. Morris that recreation is in need of inspiring leadership, and I think that this is true of every profession, including education, industry and government. Most of the professions have many more people than we do and, as a result of the large numbers, they have a greater opportunity for developing inspiring leaders.

I do not agree completely with him that all of our people have been naïve and overly cautious in their efforts to sell recreation to the American public. This may be true in some areas, but there are numerous towns and cities that have had vigorous and dynamic leadership, where great progress has been made in securing appropriate capital funds as well as operating funds. These things do not happen unless someone has vision and courage. Mr. Morris should look over the field before any general indictment of all the leaders is made.

As to the training in colleges, I find the situation quite different from that which Mr. Morris presented. I have found the universities very sympathetic and concerned as to the type of leadership that should evolve from their curriculums. I have knowledge that the universities have made every attempt to discuss the curriculum content with the recreation leaders and have asked for constructive criticism. After all, we are the ones who hire their products. We set the standards and, in order for them to qualify, they must meet these standards. If the proper skills and leadership techniques are not being taught, we are not blameless.

Mr. Morris states that those who are handling the school-camping program have not had the necessary training. I find, however, that schools which have inaugurated camping programs, on the whole, have had competent personnel to handle this aspect of their programs. Most of the schools do not consider it camping but outdoor education, which seems to be a much more appropriate name.

As to the poor recruiting job that is being done, it seems to me that there are other basic reasons why our profession has not been more attractive to those choosing a vocation. I refer to the working hours, salaries and job stability.

Mr. Morris also refers to the amount of publicity that was given the National Recreation Congress when they met in Philadelphia last October. Naturally, none of us is ever satisfied with the publicity. However, I would like to point out that in 1953 there were one hundred and fifty-eight conventions in Philadelphia—approximately three conventions a week—and, naturally, each of the conventions would like to have newspaper space. Sixty percent of the space is already devoted to advertising and the activities of an area of, roughly, five million people. Placing myself in the position of the city editor, I would say that the Congress received its share of valuable news space.

The objective of our public relations should be to call attention to the program itself and make clear the thinking which lies behind it. How well we do this depends upon how effective the program is. The truth has a way of making itself known without TV, and, while a good selling job is one of our aims, we are primarily concerned with the package and not the wrapper. I would remind Mr. Morris that happiness does not make headlines.

I feel that we have accomplished a great deal and will go on to greater things in recreation, without high pressure techniques, without resorting to Madison Avenue gimmicks of canned conformity or production-line pleasure. We must be more imaginative than that, and more sensible.

There is no doubt, however, that Mr. Morris' object is commendable—to further recreation in this country—but I think he tends, like all partisans, to lose the larger perspective where recreation is one part of government, one part of life, and one of many interests. Because of that, he perhaps emphasizes too much the negative over the positive aspects of the field of recreation.

In many areas, a good job is being done and a better one is in the making. Certainly, we should not rest on minor gains or even large gains.

I was surprised that Mr. Morris said the speeches at the Recreation Conference in Philadelphia were political in content. Nothing could be further from the truth. If we talk about selling recreation, who is more important to sell than those of the legislative and executive branches of our government on all levels? These men must be sold on recreation and if what the Mayor of Philadelphia and the Governor of Pennsylvania said was political, then let's have more political speeches, as they both pledged themselves to the furtherance and promotion of public recreation.

I would like to know what program Mr. Morris has in mind. What does he propose? How does he plan to develop leadership? How do we attract competent people? What needs to be done? We must crawl before we walk. It is easy to criticize but let's have constructive criticism. Let us be frank and candid with each other. Let us have a positive program.

Many executives are thinking along these lines and are doing something about it. All of us could have a part if we put our shoulders to the wheel and join forces with those who want to carry the torch for a more meaningful and wholesome recreation for America.

ROBERT W. CRAWFORD, *Deputy Commissioner and Superintendent, Department of Recreation, Philadelphia, Pennsylvania.*

Coming Events

Sirs:

On page 122 of the February issue of RECREATION you list coming events. You list only those for the month of February. These make sense; however, would it not be of real service if you went a step further and also put down the events coming up for the next two or three months, so that those who may want to attend may be reminded well in advance? I feel that you should have, as a part of your service, a minimum of a three-month event schedule.

GEORGE T. SARGISSON, *Executive Director, Recreation Promotion and Service, Inc., Wilmington, Delaware.*

● We usually try to cover events for two months ahead, but very often information regarding these is not received in time, for the magazine is made up two months in advance of publication date. We shall appreciate receiving dates as far in advance as possible.—Ed.

"Here Today— WHERE TOMORROW?"

Charles E. Reed

Charles E. Reed

WHAT HAS occurred in the first fifty years of the recreation movement in our country may prove to be as challenging relatively as the Colonial and other early American settlements themselves. It has definitely fired the imagination and interest of the American people.

Certain economic and social changes during the past decade help us to foresee some of the recreation problems and potentials of the next quarter- or half-century.

Briefly, the record shows: (1) The 1950 total population of the United States was not expected before 1980. The outlook now indicates a population range of 198 to 221 million by 1975. (2) The nation's birth rate climbed. (3) The death rate declined to an all-time low by 1950. (4) Within the past decade, life expectancy was pushed upward by nearly four years.

This impressive increase in the number of people who now need and want recreation services has been accompanied by steady expansion of the non-working time of the American public. Today, children and youth have more free time to use as they desire. Increasing numbers of working people are taking more frequent and longer vacations. Most labor contracts in 1953 included paid vacations of some duration. More workers are now able to take vacations without pay. Growing numbers of persons are retiring from work earlier in their lives owing to the increase in retirement and pension plans, public and private. Current and expanding uses of mechanical devices promise a still greater national volume of leisure.

Simultaneously, with more people who have more and more free time, has also come greater purchasing power. According to a statement attributed to the United States Department of Commerce, the average American family had an income in 1950 of $4,460, and Twentieth Century Fund predicts a thirty per cent increase in real wages during the next decade. All of these challenging changes readily indicate that social planning for the future, including provision for recreation, must be harnessed to the idea of growth and expansion.

MR. REED *is the director of the Field Department of the National Recreation Association.*

What communities in the United States were providing in terms of programs of recreation and park services for their people at the close of this first half-century, is reflected substantially in the Mid-Century Edition of the *Recreation and Park Year Book* issued in 1950 by the National Recreation Association. This, along with other available sources, provides the record of past progress. We are now concerned with the present and the years ahead.

Inevitably, the all-pervading question that arises as we look ahead is, "Do we have the professional leadership, both in number and competence, to do the job?" The stupendous challenge we face imposes several rather specific demands on the recreation profession, including:

1. *A more adequate knowledge and understanding of the people to be served, their number, their environment, their recreation interests and needs.*

2. *The working out of a long-range plan for the acquisition and development of facilities that will meet the estimated needs of the population for the indefinite future.* This needs to be an early and searching calculation of required outside spaces in particular. Many communities, not only in metropolitan sections, have already lost forever the chance to secure different types of play spaces essential for adequate recreation services to the public.

In 1953 there was evidence of greater interest by localities in community planning for recreation and parks and in the proper functional design of areas and structures. It was another "boom" year for the acquisition and development of new recreation and park areas, for the construction of new buildings and facilities, and for reconditioning many old areas and properties. Few local departments failed to add some new or improved facility during the year. Swimming pools, bath-houses and bathing beaches topped the list of new facilities, with many localities constructing two or more.

3. *A more comprehensive plan of program services: one that is also long-ranged in concept and designed to meet the interests and needs of all of the people rather than a program just for certain age-groups.* In discussing, quite recently, the ways in which people are now using their spare time in America, a well-known periodical in the field of business stressed the fact that there was a major trend away from passive crowd amusements and toward active pursuits that

people can carry on independently. The article included also the arresting observation that much of this desire for individual pursuits and participation is for the very kind of activity and satisfaction that a public recreation service is designed to provide, if its program is really keyed to these interests.

Two or three developments suggest what localities are currently doing to meet these demands:

Reports from recreation park authorities all over the country last year indicated that there was more awareness of recreation needs of women and girls, but that many more trained leaders to direct this phase of the program are required. Strengthening this phase of municipal recreation services is important in light of the fact that, for the first time, the number of women in 1950 exceeded the number of men by over a million. Due possibly to the increasing rate of juvenile delinquency, the past year showed a revival of the special wartime attention to the recreation needs of the family as a unit. The concern for older adults continued to grow all over the country with new and expanded programs and a marked improvement of quality of services. It is evident that communities everywhere are challenged by the presence of over thirteen million persons over sixty-five years old.

Reports from the various districts served by the NRA through its field staff showed some important weaknesses and needs in many of our public recreation programs. The following needs were mentioned most frequently:

a. Qualified leadership in greater numbers is the paramount requirement.

b. Better trained new executives entering the field.

c. Improved professional growth on the part of many incumbent executives.

d. More opportunities for subordinate staff members to observe and receive training.

e. More and better training opportunities for both paid staff and volunteers.

f. More adequate programs of cultural activities, drama, music, and arts and crafts.

g. Greater coverage of most age groups, especially out-of-school youth, family units and shut-ins.

h. Fuller understanding of program fundamentals by local recreation boards and other governing authorities.

4. *Greater financial resources for recreation—both capital and operating funds more nearly in line with the public's interests in and demand for added recreation opportunities.*

Although appropriations of tax funds for public services and community-wide giving for private agency services have greatly increased, the gains have not kept pace with the growing needs and the higher costs of meeting them. Thus we find ourselves working in an atmosphere of "close-fit" financing. This is pointed up by another significant fact. At the Recreation Congress in Philadelphia last September, there was much interest among recreation and park administrators in determining what a community would need to spend per capita today to provide an adequate program of public recreation. The answer inevitably involves consideration of the standards for community recreation and park areas, facilities, leadership, activities and services which have been developed over the years on the basis of experience, and which have gained a wide acceptance.

In the light of these standards, any municipality that wishes to provide adequate recreation and park opportunities for its people would need to spend about six dollars per capita annually for this purpose. Regardless of fund sources, this would cover total current expenditures for such items as leadership, operation and maintenance. It does not include capital items. This total represents the approximate amount a city would need to spend in order to meet the widely accepted standards for community recreation and park services referred to above. A number of cities are spending more than six dollars per capita.

It is estimated that one-half of this amount, or three dollars per capita, would be for organized recreation. This would include the cost of leadership, supplies and other expenses incidental to the program conducted at playgrounds, playfields, buildings and indoor centers and for maintaining and operating these facilities as well as golf courses, picnic centers, swimming pools, tennis courts and other properties used for active recreation. Of this three dollars per capita about one-half, or one dollar and fifty cents per capita, would be needed annually for professional recreation leadership, salaries and wages.

"Every great and commanding movement in the annals of the world is the triumph of enthusiasm. Nothing great was ever achieved without it."

—Ralph Waldo Emerson

The remaining three dollars per capita would be spent for other forms of recreation and park service, including many traditional park department services. Among them are the maintenance of such features as zoological parks, botanical gardens and museums and the provision of special activities such as band concerts.

5. *More adequate public understanding of recreation and its mounting importance in community and national life.* An official of the Community Chests and Councils stated recently to representatives of several national field service agencies that, by and large, people look favorably on health and welfare services but they lack understanding of the basic specifics. This is particularly true, he said, in respect to "why qualified leadership is important and why more is needed." His plea was for more exposure of our citizens to community problems and services just as national advertising today exposes people more intensively to the values of commercial products. The same lack of understanding applies also to the operation of a public recreation service.

6. *More awareness of today's widening horizon of cooperative relationships.* Many of you know that your responsibilities for leadership do not end with your own department or agency, and that the service you provide cannot be confined within the actual borders of the political unit you represent. There are mounting numbers of unincorporated areas on the fringes of your cities. In many cases, these are neglected neighborhoods which want recreation and other

community services many of which they will not have, at least in the terms of opportunities for recreation, except as your leadership in the larger community setting helps to bring it about. Likewise, neighboring small towns and rural areas are looking increasingly for nearby professional leadership to help them in their planning.

Other important problems and challenges could be listed, but these suggest the demands upon us. Indicative, partially, of the progress we are making in professional leadership, municipalities found it increasingly difficult during 1953 to recruit qualified workers, partly because of the competition for the best recreation leadership and the increased demand for recreation personnel in state mental hospitals and other newer areas of recreation service. An appreciable number of leaders went into business or industry. Frequently the positions are more adequately defined, working conditions more attractive and salaries higher in these related fields. The number of students graduating from professional recreation curriculums decreased, adding further to the difficulty.

The number of positions which became available last year, in tax-supported agencies, indicates that the increase in full-time, year-round personnel was owing to the addition of staff workers in existing departments, as well as to the establishment of new services in communities not yet organized for the employment of professional park and recreation leaders. On the favorable side, total leadership personnel increased during 1953, as did salaries. In-service training continued to advance.

As in recent years, the majority of executive positions filled last year were in the smaller communities: fifty-one per cent were in cities of ten thousand population or less; sixty-nine per cent in cities of fifteen thousand or less; eighty-eight per cent in cities of twenty-five thousand population or less and only eight per cent of the executive jobs filled were in cities of fifty thousand or over. It is encouraging that more liberal policies were practiced with reference to resident requirements.

Until the Southern Regional Study was started in 1952, there had been no basic investigation of recreation personnel that would provide the information which would help in answering the vital question of total leadership needs for the future. This study represents the first step toward a plan for a regional education program at the college level for professional training of recreation leaders. It is the first such comprehensive investigation for any large area of the country, and leaders in the southern section are to be commended for taking this initiative. Much helpful information, favorable as well as otherwise, will become available when the final report of the study appears in the fall.

Finally, one other factor in the long look ahead deserves top recognition. More and more communities are asking, "Is our program of public recreation and park services what it should be?" "What should we be planning for the future?" "Are we making satisfactory progress?"

Fortunately, as most of you know, there are available important national standards for community recreation and park facilities, leadership, activities and services which have been developed over the years from national experience. Fuller knowledge and use of these yardsticks will do much to insure sounder planning and surer progress.

When we talk about where we are today, about the challenges of the years ahead and what must be done to meet them, it is natural and proper that we ask, occasionally: "How important is this job I'm doing?" "Is it worth the sweat and tears, professionally speaking?"

On every front we hear the plea for better understanding among people—in America, and in all the countries of the world. We know that in our respective communities good programs of recreation service do help people to understand and respect each other, to cooperate more fully, and to sense more deeply the true meaning and value of a democratic mode of living. Never before have so many leaders from so many nations come to our shores to study our national recreation movement, its values and significance for their own people. That is why I stated at the outset that the first fifty years of our recreation movement may prove to be so far-reaching in ultimate implications. So, certainly, we can well contemplate the challenging question: What *of* the next quarter- and half-century?

On Seeing A Sign

Rev. H. Victor Kane, Pastor of First Baptist Church, Niagara Falls, New York

O God, You gave to earth this mantle green,
These blades of beauty where no foot may pass—
Forgive us for the wrong You must have seen
When jealous guardians sin against the grass.
Why must the games of youth be here unknown,
And these forbidding boundaries always drawn?
For boys and girls such verdure should be grown,
Instead of warning them, "Keep Off The Lawn"!

I wonder if You sometimes think it odd
That children play in streets and alleys bare,
When they might know the thrill of soft rich sod,
When grass can spread its magic anywhere?
O Gentle Gardener, help us bring to pass
More playgrounds bright with sun and fresh with dew—
Which say to barefoot boy and carefree lass,
"Come In! This luxury is here for you!"

From *A Bit O' Green*, compiled by The King's Daughters Class, First Baptist Church, Niagara Falls, 1951. Submitted by Myron Hendrick, Director of Recreation, Niagara Falls.

A RESEARCH CLEARING HOUSE

Established by National Recreation Association

George D. Butler

THE NEED for a national clearing house for information on research in the field of recreation has long been recognized. At the National Recreation Congress in 1928 such a center was discussed and the Russell Sage Foundation agreed to collect and tabulate reports of completed research. This was done for a brief period but the results were never published or made generally available. From time to time the suggestion has been made that the National Recreation Association should itself establish such a center.

At the first meeting of the National Advisory Committee on Recreation Research appointed by the Association in 1952, one of the three proposals suggested was that a clearing house on research in recreation be established. Since a subsequent poll of the forty-eight members indicated that this project merited the first priority, the Association with the advice of the Committee undertook to put the proposal into effect.

Operation of the clearing house over a period of years and cooperation of the various national, state and local agencies interested in recreation and engaged in recreation research were recognized as essential to the success of the project. Endorsement of the clearing house by several national recreation organizations and the wide representation of the committee membership afforded evidence that it would receive genuine cooperation.

The individuals who express a desire for the center point to the increasing volume of research in the field of recreation, and the growing importance of research to the recreation movement. They believe there should be one place where information concerning completed and on-going research projects in recreation is assembled, classified, appraised, tabulated and made available to all. The Association is creating the clearing house in an attempt to meet this need.

The general plan of operation was drawn up by a subcommittee appointed by the chairman, James S. Stevens, Sr., superintendent of recreation in Greenwich, Connecticut, and approved with minor changes by the National Advisory Committee on Recreation Research. The range of subject matter to be covered initially was limited as follows:

> Only items relating to the field of recreation, and including parks, will be recorded, primarily those of interest and value to persons concerned with community recreation.
>
> The interpretation of the recreation field will be rather broad and include special phases, such as hospital, industrial or church recreation, even though the major interest centers about community recreation.
>
> No attempt will be made to include studies in such fields as physical education and group work, except as they specifically relate to recreation.
>
> The clearing house will not be concerned with studies of only local interest or of activity techniques relating to the dance, basketball, and so on.
>
> To the extent that research information on an area like camping is assembled by another organization, no attempt will be made to gather similar information, but mutual arrangements will be made for the sharing of data, so research of special significance to the recreation field will be recorded in the clearing house.

At least for the present, records will be kept not only of the results of scientifically-organized research, but of studies involving the tabulation and analysis of recreation data. Completed research will be recorded even though it has not been appraised as to quality, because there is value in noting that someone has conducted the specific piece of research. Reports will be tabulated according to a dozen area subjects, but no attempt will be made to classify research according to the research method used.

An editorial subcommittee will be appointed to advise the National Recreation Association in the operation of the clearing house and to help determine research reports that merit special review and comment. Abstracts or reviews will be prepared by Advisory Committee members. Research reports will be publicized through: (1) an annual publication listing all research reported during the year, either completed or in process; and (2) the regular publication of summaries or reviews of significant research in RECREATION.

Some two hundred national and state organizations have been invited to participate in the clearing house. In cooperation with the College Recreation Association and the American Recreation Society, a request has been sent to colleges and universities for information as to recreation research carried on by faculty members and graduate students. In order to secure information for the clearing house, the Association will not only circularize annually a large number of organizations and institutions, but will carefully study lists of newly published materials, to discover reports of completed research in this field.

The success of the clearing house will depend in large measure on the readiness with which individuals and organizations notify the Association of research which they have undertaken or which has come to their attention. All readers of RECREATION are urged to cooperate with the Association in this way, to the end that the clearing house for research may render a valuable service to the recreation field.

MR. BUTLER *is director of research for the National Recreation Association, serves as secretary of the Committee.*

MUNICIPAL PICNIC AREA

SUPPOSE, this summer, you are planning to spend all or part of your vacation in a state or national park, or to travel some distance to visit relatives, to see a historic site, or just to experience a change of scenery. If you travel by car, as some sixty million Americans will, you will spend one or more days on the open highway, and if you have an eye for economy, or are traveling with your children, or enjoy eating out-of-doors, you will probably want to prepare some of your own meals, picnic or camp style.

A minimum average expenditure for meals at a restaurant for a family of four will run around twelve dollars a day. One picnic lunch will save about two dollars, a breakfast another two, and dinner about three. If the children in the family are at the wiggly age, an opportunity to jump, run, leap and shout is always a welcome outlet for cooped-up energies.

Within the past ten years, state after state has inaugurated a program of installing a network of roadside picnic parks to afford the motorist just such opportunities to drive off the highway, relax and lunch. Most of these thousands of new picnic areas consist of less than two acres. Some of them provide no more than a picnic table and a receptacle for trash; although many of them have more elaborate facilities including water, toilets, and fireplaces.

These public areas and facilities represent an important travel resource for the motoring tourist. Unfortunately, the completion of a network of such highway stops on all main highways lies some years in the future. Even though some of the states my wife and I with our two small children crossed, on a ten-thousand-mile transcontinental tour, had a total of as many as three or four hundred such stopping points, their location along the main highways we were traveling was extremely spotty. We could never be certain that we would reach a highway picnic spot within an hour or so of the time we would like to eat.

After a few days on the road we began to realize that the municipal park is fully as important as the roadside picnic park for the vacationing motorist. Highway drive-off areas sometimes are available and sometimes not, but almost every community of any size has a municipal park with picnic tables and, frequently, picnic stoves. We were amazed to find picnic and playground facilities in even the smallest communities.

Late one day, after crossing magnificent Trail Ridge Road in the high Rockies, we reached the small community of Craig, Colorado. It was getting dark and the nearest state or national recreation area was at least six hours' driving time ahead, over a road under construction. Hesitating for a moment to decide whether or not to eat in a restaurant and stop for the night in a motel, we suddenly spotted a small sign saying "Picnic Park" with an arrow pointing down one of the side streets. A block off the main highway we reached a community park with picnic tables, firewood, fireplaces, toilet facilities and water. A wooded grove provided an ideal place for overnight camping. Our neighbors at adjoining fireplaces that night came from Illinois and Wisconsin. They joined with us in complimenting the small town of Craig on its excellent recreation facilities.

On another occasion we drove into a small community in southern Utah at noon and found, right off the main highway, a well-kept park with picnic facilities. In half an hour, a dozen or so out-of-state cars were parked alongside of ours and their occupants were using the picnic tables and fireplaces provided.

We might have used municipal picnicking facilities more frequently instead of stopping by the side of the road for a light snack as we did on several occasions, but many communities have their parks well-hidden off the main highways. Some have no provisions for cooking, and a few have only the mammoth community kitchens that too often have nothing but huge iron ovens requiring stacks of firewood to heat.

DAVID J. DUBOIS *is director of Research and Publication of the Defense Related Services of the National Recreation Association.*

nd the TOURIST

David J. DuBois

Manitou Park Campground, Pike National Forest, Colorado. Unfortunately such stops aren't always nearby when needed.

The first responsibility of any municipal recreation or park department, of course, is to provide the recreation areas and programs which will meet the needs of its citizens. State and national agencies naturally assume an obligation for meeting the needs of out-of-town and out-of-state motorists. And yet those municipalities located on the major state and national highways are in a position to perform a real service to the motorist, as well as to their own citizens.

Millions of dollars are spent every year by several thousand communities to promote their particular city as a good place for business, for vacation, for living. The printing bill for chamber of commerce promotion pamphlets alone must reach astronomical figures. Picnicking and recreation facilities made easily available to the tourist are no substitute for the printed leaflet and other publicity and public relations measures, but they certainly are a substantial indication of a city's friendliness. Memories of a picnic in Macon, Missouri, will last a lot longer than a promotion leaflet glanced at during a service station stop.

Anyone who has traveled with a family for a number of days by automomile knows that the more stops made the fewer the miles driven each day, and the opportunities for stopping are numerous. The novice tourist soon learns to make each stop an occasion for taking care of as many needs as possible. When meal stops are made at municipal parks, it is logical that the local merchants benefit from purchases at the filling station, the drug store and the grocery store. Although the added number of vacation dollars spent in a small community may not be great, it certainly would be even less if no picnic stops were made.

Some communities, of course, are not located on principal highways, and therefore have few tourist visitors. But hundreds of towns and cities which straddle transcontinental highways have a steady flow of out-of-city and out-of-state traffic passing through their borders. Most of these cities already have picnic facilities which are not now being used to peak capacities and could be used by out-of-town residents at no additional expense to the city.

The biggest reason why municipal parks are not now being used by greater numbers of tourists in the same manner as state highway roadside picnic areas is because there are no highway signs identifying them, and no directional signs indicating a park a short distance off the main highway. Anyone who has traveled with pre-school or elementary school children will gladly detour off the highway a mile or two for a picnic lunch at a public park. The chances are the food will be better than at a roadside snack bar, and the surroundings, particularly for the children, a hundred per cent better.

The lack of signs even within some of the larger municipal and state parks is often astounding. Directional signs for picnic areas, water and toilets are most important. In one great historical park in Pennsylvania we almost decided to light pigeon-fashion on one of the stone memorials to eat our lunch before we were able to locate, by chance, the picnic and camping areas.

A word needs to be said about the abuse of picnicking and camping facilities by tourists. The strong impression we carried away after five weeks on the road was that, by and large, touring campers are the cleanest, most considerate people in the world. Certainly there is a very tiny minority of the people who commit acts of vandalism in public parks. Local residents should have no fear that encouraging the use of their parks by out-of-towners will result in depredations to property.

The local recreation and park director who can point to clean, neat picnic areas is performing a real recreation service for the people of his community. If he also can say, "We have received many compliments from tourists who, at no additional expense to the taxpayer, stop to use our facilities," he is securing valuable public relations for his community. The tourist who has pleasant experiences with municipal picnic areas in the cities he travels through also will be a stronger partisan for community recreation when he returns home.

Making Community Public Service Television Programs Practica

Ruth Pike

To assist those who produce public service and educational programs on commercial television stations—and looking forward to the time (1954) when the city of Seattle will have its own educational television station—an invitation was extended last summer to about two hundred persons to attend a week-long educational television institute, sponsored and financed by what was then Seattle's only commercial television station, KING-TV.

Sessions were held at the Administrative Service Center of the Seattle public schools. In addition, each of the separate workshop groups went to KING-TV's new studios one day during the week to observe rehearsal and production of one of the daily Community Workshop programs. This half-hour educational public service telecast presents a wide variety of community activities dealing with all phases of community life—health, welfare, music, books, and so on.

KING-TV Institute—True Public Service

In sponsoring this institute, KING-TV performed an outstanding off-camera public service unique in the annals of commercial telecasting. No institute fees were charged; admittance was by invitation only. Although registrants primarily represented the schools, they also came from community agencies, including those in recreation. They had opportunity throughout the week to learn first-hand how to plan and produce television programs and how to improve any already underway.

The institute quickly dispelled the idea that television is an unapproachable medium beyond the understanding of lay people, substituting instead the feeling that TV program directors are interested in getting new suggestions and are willing to accept these suggestions within the limits of what is practical for production. The term, "practical," was defined fully and carefully. Workshop groups were established on the following topics: (1) programs for elementary and high school students; (2) programs for pre-school and primary children; (3) programs for children's leisure time viewing; (4) programs for interpreting community a educational agencies; and (5) programs in formal ed cation.

Each registrant at the institute signed up for one of t five workshop groups. These groups met twice each da the afternoon session starting off with a critical viewing that day's Community Workshop program as it came over television sets installed in group meeting rooms. Ge eral sessions started and ended the day's meetings. Ea evening registrants returned to view and discuss successf and prize-winning kinescopes.

Faculty Members Outstanding

An outstanding faculty, with many members who we national authorities and/or producers of national awar winning programs, was assembled for the institute. So members spoke at the general sessions; others led worksh groups. The faculty included: Mrs. Gertrude Broderic radio-television specialist, U. S. Office of Education; Be Girling, director of Minnesota's School of the Air; M Kathleen Lardie, manager of Station WDTR and direct of radio-TV education, Detroit Public Schools; Willia Sener, director of telecommunications, Allen Hancock Fou dation, Los Angeles; Ray Stewart, executive producer, St tion WOI-TV, Iowa State College, Ames, Iowa; Judi Waller, long-time director of public affairs and educati for NBC in the midwest, but known now in television circ as producer of the popular television program, Ding-Do School; Dr. I. Keith Tyler, director of the Institute f Education by Radio and director of radio education, Oh State University; and others. In addition to financing t institute, King Broadcasting Company officials, includi Mrs. A. Scott Bullitt, president, and Otto P. Brandt, vic president and general manager also contributed generous of their time and talent. A number of KING-TV's st members also served on the faculty.

Community agency representatives attended the worksh sessions dealing with programs interpreting community a educational agencies. The leader was Ray Stewart, exec tive producer at WOI-TV, and also producer of a docume tary series on state institutions in Iowa, "In Our Care,

Mrs. Pike *is the recreation specialist, for the Washington State Parks and Recreation Commission.*

Digitized by Mrs. Scott

which won the 1952 Sylvania Television Award. WOI-TV, operating under a commercial license and owned by Iowa State College, has been on the air for a number of years.

Programs Must Be Practical

Throughout the institute stress was put on the fact that the community service program must be practical. It must generate viewer interest and be technically adapted to television production and equipment.

Part of being practical is keeping in mind the cost of production to the station. Television is big business, and the telecasting of any show, no matter how simple, costs a great deal of money. Although many community agency programs have been presented as a public service on the station's sustaining time[1] there is no reason why a public service program cannot have a commercial sponsor, provided, of course, that the program is of high enough quality. Agencies that can go to stations with suggestions for technically possible public service programs, and with a commercial sponsor who is willing to pay the bill, have the best chance of staying on the air.

Television program directors stress, however, that agency representatives are not considered as beggars if they go to the station asking for a program. Their ideas may well be of such nature that they can be commercially sponsored and the station can get paid for them. Also, contacts with community agency representatives help the station get new ideas and enable it to provide variety in television programs on sustaining time even if no commercial sponsor is immediately available.

Do not be bashful about suggesting television programs to directors, but approach them with humility. Don't insist on having things done your way. Maybe there is a good technical reason why your suggestions cannot be followed. The director knows the limitations of television production; on his judgment rests the success or failure of the show.

Practical Hints for Improving Programs

I have mentioned previously that those of us attending the institute received many practical suggestions to assist us in planning and producing shows. Space does not permit listing all or enlarging upon them, but here are a few:

1. Colors reproduce in gradations of gray, ranging from black at one end of the scale to white at the other. Be sure to have contrast in using color against color.
2. Television cameras cannot produce details in a mass. If a special object in a mass is to be shown, it must be extracted and held up so that the viewer can see it as a separate entity.
3. Simple background sets and a minimum of appropriate props are most effective and save time for the sponsoring recreation department which has only a small amount of time to spend on each production. For example, for a program series, one group used three flats—one having a door, one a window, the third an arch, all interchangeable with draperies.
4. If you use a blackboard, try a green one and use yellow chalk that will make a wide, clear mark.
5. Do not show too many people or too many situations. Simple demonstrations are good, provided the viewer can see step-by-step exactly what is done.
6. Do not include contrived situations, visuals or background music, unless they fit in naturally. It is not necessary to make a noise during all the program.
7. If music is to be used, be sure that it complies with copyright and union regulations. This is very important.
8. During the live show, for technical reasons, either the camera or the performer must always be in motion.
9. Pictures, if used on the live show, must be dull-finish and in the proportion (size ratio) of three-to-four and large enough to show clearly on the screen. A good size is eleven by fourteen inches. The same goes for charts and diagrams, which should be drawn with heavy black lines on dull-finish cardboard.
10. If the station has the necessary projection slide room equipment, balop cards and 35mm slides can be used as well as 16mm movie film.

Dr. Stanley Chapple, head of Washington U. music department, addresses TV institute on Showmanship in Education. He represents expert who can carry the show on his own.

Balop cards, known generally as balops, are used in the bal-optican, a projection device for transmitting transparencies or opaque written or picture material. The size of the picture image these will handle may vary somewhat from station to station, so it is well to find out what the station's projection equipment will do before any transparencies or opaque materials are presented for use in a program.

Since the two- by two-inch (35mm) slides are not in the necessary three-to-four proportion, be sure that the slides

[1] Sustaining time on a television station is that time not sold to commercial sponsors. It may be used for public service programs or not, as the station pleases. Also, public service programs may be commercially sponsored. Contrary to popular opinion, the Federal Communications Commission has never specified a certain percentage of time that must be devoted to either sustaining or public service programs. Percentage of time devoted to sustaining programs depends on station policy, although a "magic figure" of twenty per cent seems to have attached itself to the amount of sustaining program time which most stations are using when the time allotment is figured for national report purposes.

used have anything the viewer should see placed well to the center of the slide. Slides can also be used for titles introducing shows and for placards of an informational nature.

11. Film clips are good, and since many departments take their own movies, film provides a comparatively inexpensive means of showing the recreation program in action to the television audience. Certain technical requirements must be observed, however, if the film is to be telecast. For example, the film must be 16mm, twenty-four-frame, silent, and preferably black and white, although some stations do prefer and use color. With silent film, an off-screen narrator can be used to tell the viewer what to notice.

12. Be sure to get releases for *television* use for all photographs, film, and studio kinescopes from everyone concerned. Get these releases from all persons recognizable in the pictures as well as from persons taking the pictures if the work is commercially done. Having releases for other uses does not cover, and the rights of all must be protected.

What About Scripts?

It is not the practice to prepare a word-for-word script for home-talent television shows as must be done for radio. Rather, the agency prepares an action sequence of "scenes" for the station program director. This sequence gives a descriptive gist of each scene, and provides a "sponge" at the end to take up whatever small amount of time may be left over if the program comes up short. This material is the program director's guide. He records it on whatever kind of working sheet the station customarily uses for relating sound with video directives.

The program is rehearsed on the basis of sequences, letting performers make whatever pertinent remarks they have to make in the time allotted without referring to notes, teleprompter, or any other device that takes away spontaneity. Once performers realize they are not supposed to be finished actors or public speakers, they do not find it too difficult to ad-lib, provided, of course, they do not "freeze" with fright just looking at a camera. If such tendencies appear, it is the business of the master of ceremonies, who is generally a station staff member, to "hold up the person and the scene." MC's become very proficient at this. Also, if performers are selected for their naturalness, sincerity, and knowledge of subject matter, they will generally do a very creditable job. Many successful shows depend almost entirely on the personality of one performer and his knowledge of his subject for the live part of the show. Film and slides can be used for the remainder.

Use Minimum Equipment and Rehearsal Time

Try to use a minimum of equipment and rehearsal time, for both are expensive. Minimum rehearsal time considered possible is in a two-to-one ratio, that is, two practice periods for one show.

Because of production expense involved, many noncommercial public service telecasts are one-camera shows. For these, a combination of narrator, film, pictures, slides, and live show is indicated in each program, thus providing sufficient variety at minimum expense without any screen blank spots.

Need Series of Shows

A single program by an agency or group is not sufficien to build an audience. A series of ten to thirteen shows ap pearing once a week on the same day and at the sam hour has the best chance of accumulating "fans." Eac unit show should accomplish something in relation to th over-all purpose of the series. The agency producing th series should also make it a point to use all possible medi in keeping members and friends informed about when th shows are being telecast.

Human Interest Drama

It was mentioned at the institute that telecasts havin good human interest drama are best; also, that the five part of any good vaudeville bill are adaptable to television shows Start with an attention-getter, follow with a let-down; the present the serious message, after that another let-down all leading to the finale and presentation of the star in th best act. This technique gives the viewer a chance to rela at intervals and keeps his interest. It is almost psychologi cally impossible to maintain the same intensity of attentio over any length of time.

Once both planners and performers have mastered wha is practical for television production, and have obtained th interest and confidence of the station's program directo the "show can go on."

Seattle Gets Permit for New Educational Television Station

On December 24, 1953, the Federal Communication Commission granted Seattle a construction permit for a educational television station on Channel 9. Call letter are KUOW-TV; licensee is the University of Washingto Partners with the University in the venture are the Seattl public schools, King County public schools, Seattle publi library, Seattle University, and Seattle Pacific College. Plan are to have the station on the air in September, 1954, wit about twenty hours of programs a week.

Initial cost of equipment is estimated at approximatel $314,000. Of this amount, $182,000 came in the form of gift from Mrs. A. Scott Bullitt, owner of commercial statio KING-TV in Seattle. Other funds have been committed b the University of Washington, the Seattle public school supplemented from the fund for adult education, and by public fund drive which netted approximately $50,000.

Under the plan, the University of Washington is provid ing the studios; the Seattle public schools space for trans mitter, tower, antenna, and related equipment, as well a the technical crew for operation of the transmitter. A annual operating budget of $183,164 has been agreed upo by the partners. Of this amount, $54,500 will be spent o salaries for operating personnel. An advisory board, com posed of representatives of the sponsoring organizatio and two members at large, has selected Loren Stone of Bren erton, long identified with northwest broadcasting, a station manager. Other personnel will be selected late Supplementary help will come from students in training an from contributed time of persons from many different ager cies that will be telecasting specific programs.

Meet Me in St. Louis

Joseph Prendergast

September 27 - October 1

Doak S. Campbell

George Hjelte

William G. McGlothlin

Joseph Brown

• Plans have been completed for the St. Louis Congress general sessions on Tuesday, Wednesday and Thursday mornings. Tuesday morning's session, September 28, will be chaired by Joseph Prendergast, executive director of the National Recreation Association. Following Mr. Prendergast's report on the recreation movement and National Recreation Association projects, George Hjelte will address the Congress as chairman of the National Advisory Committee on Administration and chairman of the Association's National Advisory Council. Mr. Hjelte is general manager of the Los Angeles Recreation and Park Department.

On Wednesday, September 29, the morning general session will receive a report on "Recreation Leadership and Training Needs in the Southern Region" from W. J. McGlothlin of the Southern Regional Education Board and Doak S. Campbell, president of Florida State University. This study was made by the National Recreation Association at the request of the Southern Regional Education Board. Mr. McGlothlin has been associated with the Board since 1948 and is consultant for professional programs. Previously he was chief of the training and educational relations branch of the Tennessee Valley Authority.

Dr. Campbell, one of the nation's outstanding educators, became president of Florida State College for Women in 1941. This institution has subsequently become a great coeducational university with an enrollment of six thousand and a faculty of more than five hundred. Before going to Florida, Dr. Campbell was dean of the Graduate School and Senior College of George Peabody College in Nashville, Tennessee.

The Southern Regional Study is the first regional study of recreation personnel ever made in the United States, and delegates from all parts of the country will be interested in a report of the findings and in an analysis of the implications of the study. A follow-up section meeting will also be arranged if desired to discuss the study in more detail.

The morning general session on Thursday, September 30, will be devoted to creative recreation program planning and the speaker will be Joseph Brown of Princeton University. Mr. Brown is associate professor in the School of Architecture and boxing instructor in the Department of Physical Education and Athletics.* Mr. Brown's hobby has, for some time, been creative playground apparatus. He has developed a philosophy of recreation which should prove interesting to all Congress delegates. He will bring with him models of some of the apparatus he has designed, and he will be available on Thursday afternoon with his models for conference with those interested in further information and discussion.

Plans are moving ahead for the evening general sessions of the Congress. The morning sessions are already indicative of the high quality of the programs which delegates can expect to enjoy.

The Congress preliminary pamphlet has been printed, and many copies have already been mailed. If you have not received yours, please send a post card to NRA requesting one. The preliminary pamphlet outlines the general plans for the Congress week and helps all delegates plan, well in advance, which meetings to select from the many possibilities which the program always affords.**

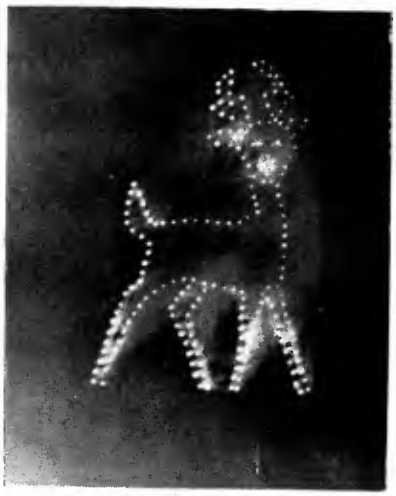
In addition to other committees listed in the May issue of RECREATION magazine, the following have agreed to serve on the Town-Country Advisory Committee to help with the planning of this series of meetings for the St. Louis Congress: Mrs. Gertrude S. Sanford, Ames, Iowa; F. L. McReynolds, Lafayette, Indiana; Wib Justi, Washington, D. C. Mr. Justi is youth deputy of the National Grange, and Mrs. Sanford and Mr. McReynolds have each had many years of service with the Agricultural Extension Service in their respective states.

* Joseph Brown was a student and later an associate for ten years of R. Tait McKenzie—a great sculptor of recreation figures and a philosopher of the recreation movement in its early days in America.

** See list of Congress section meeting topics on page 351.

Frosty's frame was twenty feet high.

Rudolph the Reindeer had red nose.



MUSICAL FIREWORKS

Nellie Sulliva

Carl Bozenski, the activities director of the Torrington, Connecticut, Park and Recreation Commission, doesn't like programs that people just look at; he prefers—and plans—programs that emphasize families doing things together. Still, everybody likes fireworks! So he gave the idea some thought, and came up with a new slant. Why not combine fireworks with a big community sing? This is it!

In most communities, at some time or other, a night of fireworks is planned. Sometimes it's July Fourth, sometimes Army and Navy Day, sometimes Christmas. In many communities, individual use or sale of fireworks is prohibited by law, but public displays may be run by responsible agencies, such as the recreation department, volunteer fire department, and so on. If your community program ever includes a fireworks display, you'll get a good idea from this story from Torrington, Connecticut—a city famous for the originality of its recreation program. (Remember its Christmas Village, now a tradition in New England? See RECREATION, *November 1949.)*

PERSONALIZED and musical fireworks? Sounds drear doesn't it, like balanced budgets or enzyme inhibito or incentive bonuses? But take two ounces of imaginatio add the skilled carpentry of two loyal workmen, dilute wit the supplies of a local fireworks company, mix thoroughl with the enthusiasm of five thousand people, and you hav an evening of pleasure that is original and exciting.

All this happened in Torrington, Connecticut, when crowd of local people, ranging from one to seventy yea old, overflowed the bleachers of the park to watch and pa ticipate in the climax of the week-long program that marke Founders' and Donors' Week, and commemorated Josep Lee, founder of the playground movement in the Unite States. If you had walked into the park that evening, yo would have seen, out on the baseball outfield, a series o thin wooden frames that looked like the futuristic carving of an architect of the modernistic school. But these frame had their purpose, as you will see.

Things got underway at seven-thirty on a warm Augus evening when the city band began proceedings with som stirring tunes. Then teams from the various playground put on a ropeskipping exhibition in which everything go tangled up but the rope. This was followed by a set of fou couples from one of the granges who square-danced to th music of an accordion and drew tumultuous applause fro the spectators.

And then came the climax!

When the huge park lights were turned out, and only a full moon defied the darkness, the master of ceremonie announced that all were to join in the singing of "Let Me Call You Sweetheart." The crowd had come to *look*, not to sing; but the band played, and suddenly out in deep

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nter field there flashed in fireworks a huge red heart with green arrow through it. A gasp went up—and then the ultitude roared into song. Next came the playing and nging of "Shine On, Harvest Moon"—this time with harony—and there appeared a huge moon complete with eyes, se and mouth. Then came the harmonizing of "Four af Clover," and as it terminated a huge green clover lit the field. And so it went, with singing such as never fore had been heard in Torrington!

To give the voices of the participants a rest, huge sparkrs were ignited, making a waterfall of silver and then lden sprays. Several sky pieces were set off, cascading wn in showers of rose and blue and green, thundering th the deafening noise that delights children of all ages. The audience was completely rested by now, and three ore songs were played, sung and silhouetted in fireworks: 'm Dreaming of a White Christmas" with a Christmas ee complete with a silver star and falling snow; "Frosty, e Snowman" with a fat snowman sporting a top hat, red ttons and a green cane; and "Rudolph, the Red-Nosed eindeer" featuring a reindeer with bulbous scarlet nose. gain came the thunder of shells, and showers of colored ray high above the park.

A recording of "Little Boy Blues" by Bruce Wilde was en played over the loudspeaker system—and silence deended upon the park as everyone hung on to each humous line. At the conclusion of this, a red and green seesaw ith two figures, one seated at each end, sprang into fire-

owd ranged in age from one to seventy years; overflowed e bleachers for the big event commemorating Joseph Lee.

ghted glory and to the delighted surprise of all, it went and down, up and down—what a fairyland fantasy!

In the hush that followed, the recorded voice of Clem cCarthy, veteran horserace broadcaster, could be heard er the loudspeaker announcing the start of a race. As s voice uttered the words "They're off!" two fireworks rses appeared—complete with jockeys. Slowly they took f, then gathered speed as they raced around a small track, e finally forging ahead of the other to win the race.

Still another surprise awaited the audience. Two cars ere outlined in fireworks, one a sleek, low-slung sports car, and the other an angular Model-T. As the auto race started, the Model-T developed engine trouble and smoke streamed out from the hood; but then, with a kind of shimmy, it sputtered and then settled down to overtake the snug sports car in a finish that drew shouts of glee from the crowd.

Time now for more aerial pieces and more songs. The spectators put their hearts into singing "How Much is That Doggie in the Window?" while a frame of light picked out the silhouette of a small dog with a wagging tail. A showpiece, a masterpiece of fireworks skill, came next. A hundred-foot Niagara Falls lighted up the park in a glorious cascade of sparks that turned from gold to silver. Then from the loudspeaker came a recording of "God Bless Us All" while a Madonna and Child were shown in blue and silver. When the audience joined in "Let's Go to Church on Sunday Morning," a church with steeple and ringing bell was outlined.

As the climax of the evening, everyone joined in the singing of "God Bless America," while those three words, outlined in silver, supported a huge flag of red, white, and blue. Placed on either side of this centerpiece were two tanks that waged a battle of lights and shells which lighted up the entire place.

This was Torrington's personalized and musical fireworks program. How was it done? Many months prior to the event, arrangements were made with the fire department to have its equipment on hand at one side of the park; the recreation director and his loyal workmen consulted with a local fireworks company and experimented with powder and shells and pulleys, worried over wheels and bells, chose songs and scenes that would delight the children, narrowed the program down to one hour of fireworks, prayed for good weather, and took the plunge!

Aside from the obvious novelty of the program, what delighted the spectators most of all was the fact that they took part, they sang their hearts out. Five thousand people singing Christmas songs with such zest on a hot August night is surely proof enough of the community esprit de corps; and every family group was humming or singing as it climbed into the family car and left for home.

Suggested Songs and Frames for "Fireworks-To-Music"

Song	*Frame*
"Let Me Call You Sweetheart"	Heart (red)
"Shine On, Harvest Moon"	Moon (yellow)
"Anchors Away"	Anchor (white and blue)
"Jingle Bells"	Sleigh (white and red)
"When You Wore a Tulip"	Tulip (yellow)
"Bicycle Built for Two"	Old-fashioned bicycle (white and colors)
"Take Me Out to the Ball Game"	Pitcher or Batter (various colors)
"Down By the Old Mill Stream"	Water wheel (white and green)
"Four Leaf Clover"	Clover (green)
"What Is a Boy?"	Boys on seesaw (various colors)
"White Christmas"	Christmas tree (green with colored decorations)
"Frosty, the Snowman"	Snowman (white and colored)
"Rudolph, the Red-Nosed Reindeer"	Reindeer (yellow with red nose)
"God Bless America"	Flag, or words "God Bless America" (red, white and blue)

Theatre in-the-Round We Go

Bette Butterworth

ROUND things seem to belong to a child's world — balloons, balls, merry-go-rounds, anything that rolls on wheels; so theatre in-the-round for children seems the most natural thing in the world.

The story of Westchester County's experiments in dramatics in-the-round is in two parts—with a third to come. Early in June, 1951, Miss Vivian Wills of the Westchester County Recreation Commission requested that Children's World Theatre do a dramatic program for the children of the parks and playgrounds as a part of its summer field service. It was Miss Wills' desire to provide a program with a stimulus which would carry over into the dramatic play of the children.

There are two kinds of drama in-the-round. It may be entertainment by a trained group, or it may be an activity with group participation by the children —usually led by a storyteller or drama specialist. Westchester has used both kinds and plans, next year, to further integrate these activities by using the Drama and Dance Center as a base for the coaching of young people's groups in plays in-the-round for recreation-area performances. In an effort to do this and to meet the low-budget requirements, a program was worked out which met with unprecedented success in Westchester—and in Philadelphia the following summer. This type of program should definitely start new trends in formal drama in-the-round for playgrounds.

As long, heavy productions are neither desirable nor financially feasible for playground use, it was decided to do half-hour plays in the round style. Theatre in-the-round has many advantages. The "stage" need only be a flat grassy or asphalt area about sixteen feet square. The children, as many as five hundred of them, can easily sit around the play area, not more than six feet from the stage. One word of advice about location. Try to pick a spot in the shade! A little, emptied wading pool in White Plains, New York, looked ideal for a central stage. The day of the play, the temperature soared to ninety-eight degrees—and the wading pool became hotter than a griddle. In a haze of heat and glare, we managed to stumble through our parts, but one actor succumbed at the close.

Before the play started, I came out in costume to explain the props and introduce the cast. The children were delighted to imagine the doors and windows as I placed them. Costumes and props were full-scale as they should be in a formal production.

In *Captain Kidd*, a genuine seventeenth-century pirate pistol made a special hit—because this style of theatre is so intimate that everyone could see that the gun was "real." But realism got a bit out-of-hand one evening at Hastings-on-Hudson when we played *Dick Whittington and His Remarkable Cat*. A professional actor prides himself on audience control whether he is performing in a theatre or on a playground; and much laughter at a serious moment in the play warned us that somebody must be trying to "get into the act." It turned out to be a live cat that had wandered onto the playing area and was gazing calmly around at the gleeful audience. Nothing to do but harness such talent! So she became Dick's cat, and the play continued, with Dick depositing the cat in the arms of a nearby recreation director when he made his exit.

Dogs also are an occupational hazard. We would, therefore, be happier if the children checked the livestock at the gate before curtain time. Of course, rain drives us into an auditorium we must suddenly stage our play in conventional style. Other problems of drama in-the-round include, on occasion, trying to be heard above the near by ball game, maneuvering our movements to keep from trampling a tiny four-year-old so engrossed in the play he has wandered onto the stage, and sits at our feet gazing at us with adoration (it seems hours before a recreation assistant removes him). We have discovered that concentration and authority are the two things most needed by actors in-the-round, in addition to stamina under the hot sun and a deep devotion to children, for there is no protection from the audience or the elements here.

A professional production in-the-round can be an educational springboard for all fields of creative endeavor. At the Glen Park Playground in Yonkers all the children came dressed in paper pirate hats which they had made to wear to the production of *Captain Kidd*. Pre-educational and follow-up units based on the plays utilizing folklore, songs, arts and crafts, as well as creative dramatics itself, aid in spontaneous group activity and growth in social group cooperation.

A deceptive element in this form of presentation is that it looks so easy to do. Adult amateurs will find it difficult but for children working with a trained leader, it is an excellent stimulus for

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urther dramatic work. Once the children have seen a play done in this way, hey are no longer dazzled by theatrical ffects, and they are sure they can do it, vhich is half of the battle. When they tart rehearsing, their movements can e entirely natural—no worry about icturization in stage terms, or standng in front of other cast members—nd there is less worry about projection or the audience is only a few feet away. cenery is out of the question and costumes are used only if there is a budget. And they can have all the fun of making "props" in craft groups.

It isn't the magic of the lights, the nake-up, the scenery, or even the costumes, but a strong honest story, truthully told with love and respect for the udience, that holds five hundred children spellbound or makes them squeal ith delight. (More than eight thouand children saw the plays presented n-the-round, including the children at unshine Cottage, Grasslands, and the laylands Park.) And it can be done in e parks and playgrounds throughout merica just as it was done five cenries ago in the old English inn yards.

The second part of the Westchester ory deals with working with the children themselves. In the summer of 952, I was employed as the creative ramatics specialist to give demonstraons and training wherever possible. ly approach was fairly conventional, having the children wear "magic spectacles" to see what they could find in an imaginary grab bag, thus stimulating the imaginations and sharpening the senses. I proceeded on through group pantomime and rhythms, gradually unifying the group and breaking down individual shyness until they were all ready to act out a story.

Why is this form of drama considered a valuable asset to the playground? Because, aside from its obvious "no budget" requirement, it compels the child to think for himself "on his feet." It allows him the choice of what to do, how, and where. It teaches him how to put himself in others' places, and how to share his ideas with them. It provides a controlled emotional outlet, and introduces basic democratic principles of compromise, of expansive, organized thinking, with the concept of group unity, without which the story will fall apart. And of course it's fun! Children naturally like it.

In short, creative dramatics can, in one hour, often accomplish an important goal of recreation—transforming a mixed group of children into a happy active unit with a part for each which suits his particular need and skill, removing the emphasis entirely from the tension of playing to win. The real winners are those who forget themselves in the joy of participation, and a good leader quickly sees that this is accomplished.

"Captain Kidd's Return," drama in-the-round presented by the Children's World Theatre, played to 8,907 children on the playgrounds of Westchester County.

Our main difficulty was that so few members of the staff were acquainted with creative dramatics and, although instructions were sent in advance, I could never be sure when I arrived whether I would be met by a group of eight or one hundred and eight children assembled to take part in the demonstration; so it was necessary to have a variety of approaches available, adjustable to sex and number of children, and an appeal for a wide range of ages. Moreover, my visit was in no way to be interpreted as entertainment only, for I also had to temper my approach to suit that of the group leaders so that they could continue the work after I left. I held frequent conferences with each staff member to suggest suitable material to make their work more successful. Sometimes I even gave them a creative dramatics demonstration so that they'd have the "feel" of it. There is great need for better college training of recreation leaders, physical education directors and teachers in this form of theater, as it is ideal hot weather or rainy day activity, requiring very little space and no equipment—but it does require an imaginative leader with a child's point of view.

Three books most helpful for reference on the subject are Winifred Ward's *Playmaking with Children* and *Stories to Dramatize*, and Isabelle Burger's *Creative Play Acting*.

At the close of the 1952 season we had a drama festival in which eight communities participated. Groups presented formal plays on a stage, informal plays on the gym floor, and several truly creative groups did their work under the trees on the playground. Unquestionably, these last groups were the most successful. It is this technique that our 1953 Drama and Dance Center employed, integrating creative drama with dance techniques, proving that it is easily possible to get a formal play together in two weeks without tears. Besides continuing through the winter, for the summer we plan to have these trained young people touring the playgrounds, presenting formal plays in-the-round for other children's delight. Thus we will have completed the cycle of dramatics in-the-round for the playground.

Preparing a Summer Pageant

Margaret Blickle

ONE WAY to present a résumé of the summer's program to the public is to combine all of the playground activities at the end of the season and to present them dramatically as one big show or pageant. The Columbus, Ohio, Recreation Department has presented just such a show as a wind-up project for each of the past five years. It is a cooperative affair in which the whole department becomes involved: executives, secretaries, maintenance crew, supervisors and children.

Although one of its purposes is to more fully acquaint the public with recreation activities, its primary purpose is to encourage the children to create scenes in an imaginative way, to prepare for and to act in a super production. It is the one time that many of these children have the thrill of performing in public.

We use the large stage in a high school, and scenery is kept to a minimum. Wooden legs and a blue cyclorama are used; and lights are utilized to their fullest extent. Centered upstage is a much smaller stage that is used for "still-pictures" or tableaus portraying various activities. This small stage is complete in itself, having its own curtains, lights, backdrops, and so on. Using these two stages, and the apron as well as the orchestra pit, the balcony, and the aisles of the auditorium, the production can be continuous.

Since it is important that the show last only two hours, in spite of the fact that it has a cast of two thousand children, representing fifty-six playgrounds, scenes must be pyramided. That is, exits and entrances are planned so that while one act is leaving the stage, another act is coming on. Some acts enter from the audience, and part of the "Finale" cast parades down the aisles of the auditorium. A chorus sings accompaniment from the balcony for one or two of the scenes taking place on the stage.

Still-pictures are used to fill in action gaps or to climax scenes. (Scenery can be changed on the small stage while an act is taking place on the larger stage.) Still-pictures are also sometimes used to strengthen weak scenes.

A great many parade-type acts are used; and, because these are so varied, they do not become monotonous. So-called variety acts (solo dances and songs by children trained by professional teachers) are not included because they do not allow the maximum number of children to participate, for they are geared to only those with special talents or training.

Preparing one of the big props, a dragon for the smaller of two stages in the Columbus, Ohio, cooperative pageant.

Planning the Script

The first job of the director is to find a workable, playable theme idea. The next is to write out a plan or a format for

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Playground rehearsal is exciting part of summer fun. Acts are planned to include largest possible number of children.

the show. Naturally, our themes have changed each year and we have had a good deal of variation. Last year the director chose the National Recreation Association theme, "Recreation for a Strong America."

Using this theme for a dramatic production presented difficulties. The director did not want to make it a patriotic historical pageant (as the theme seemed to suggest) because, in the first place, pageants of this type present very difficult and expensive costuming problems (in the Columbus productions, costumes are kept as simple and colorful as possible); second, the children could not be as imaginative when working out the scene projects in historic sequence; third, the production itself would not have as much variety; and last, the purpose—to present the various recreation activities to the public—would be lost.

It was eventually decided to use a narrator in the role of an astrologer. He would see the future in the stars and prophesy a stronger America through recreation. His prophecies would be shown through the scenes, which would portray the development of such characteristics as imagination, sportsmanship, poise, kindness, and so on.

The astrologer idea made possible the use of simple basic scenery—the wooden legs and the blue cyclorama. From the stage loft, glittering silver and gold stars, several blue and green moons, and a number of various-colored planets (made by painting old volley balls and soft balls with rings fitted around them) were hung against the cyclorama. This scenery was very effective.

Selection of the Scenes

After the director visualizes the show as a whole, he breaks it down into smaller scenes. A list of these scenes is given to each playground supervisor, who is asked to study it and, with the director's help, pick a scene which would best suit his playground.

The first list handed out is rather general and might include the categories:

Imagination	*Sportsmanship*	*Respect for Tradition*
Mother Goose	Swimming	Valentine's Day
Fairy Tales	Tennis	Fourth of July
Fairy Dance	Baseball	Easter
Classics	Horseshoes	Thanksgiving

The plan works very well. One leader might choose a Mother Goose rhyme and, although there are innumerable possibilities, he may decide on "Peter, Peter, Pumpkin Eater" or "The Old Woman Who Lived in the Shoe." He presents his scene—it may be a choral group chanting the theme, using as a prop a tremendous pumpkin (which the children have enjoyed making out of chicken wire and paper on the playground); or a shoe-house may be carried across the stage by the children. Another leader may pick "Swimming," choosing to burlesque an incident at a swimming pool.

The leaders and the children are urged to use their imaginations in developing their scenes. This leeway results in a much more varied and picturesque show than would be possible if it were planned by one person. The director becomes mainly a coordinator and, as the leaders pick their scenes, it is up to him to develop and maintain unity in the show.

The supervisors are given the stage dimensions and the time limitations for their scenes. They are advised to select an act which will be within the limits of their own abilities and their children's talents. They are cautioned to keep in mind their facilities, because each playground is responsible for its own costumes and props (the material, however, is furnished by the department). Some playgrounds are large, others are small; some parents are especially helpful in costuming, others are too busy or too disinterested. Some playgrounds have workshops and inside facilities; others have nothing but tables under the trees. All of these factors must be taken into consideration in choosing a scene.

Some supervisors have their own ideas for their scenes. If these can be worked into the script in any way, they are included. Many of the best scenes come from such suggestions.

Some leaders are at a complete loss in choosing a scene. The director talks over possibilities with them, mentioning a number of ideas. Quite often the supervisor adds some ideas of his own.

Other supervisors, especially those who are alone on a playground or those whose interests lean toward athletics rather than dramatics, are assigned to the simpler tasks in the show. Their children carry signs, participate in the parades, or become a group picture. Sometimes such supervisors become interested in their bit parts and work out some very original ideas.

The children on one small playground were assigned to carry the letters spelling "Wisdom." The supervisor enlisted the parents' help. They made purple robes for their children, the traditional graduation hats, and the youngsters made their own hornrimmed glasses and long impressive beards—with the result that their bit part was very outstanding. Another playground, responsible for the sign "Indian Village Camp," worked on a month-long Indian craft project, with the children spending their craft hours making Indian props and their story hours listening to Indian lore. These children had a wonderful time preparing for their two minutes on the stage. Their act was memorable both to themselves and to their audience and they are probably still having a good time talking about it. →

Some leaders, who have been with the department for several years, have their scenes approved early in the season and start rehearsing their children for the pageant two or three weeks after summer playgrounds open. These are usually the more complicated and finished scenes.

Actually, the supervisors are advised not to start rehearsals much more than two or three weeks prior to the pageant. (Generally, they pick their scenes about six weeks before the production date.) While it is recognized that practice makes a scene perfect, the attendance on summer playgrounds changes and the children lose interest in a project if it is carried on too long.

Leaders are urged to keep their acts simple and flexible so that children can be replaced at the last minute if it becomes necessary.

The Finished Script

After the leaders have chosen their scenes, they consult the director about their plans or their problems. The director okays each scene, being sure that it fits into the plan of production, and then he draws up the final script with the narration, incorporating all the scenes, all the music (an orchestra is furnished through the courtesy of the musicians' union), and all the directions for exits and entrances. Copies of the completed script are then passed out to the leaders so that they can get some idea of the show as a whole.

It is the director's job to write the script so that it includes all the scenes in such a way that the action is continuous.

The Scenery

The large props are made by the leaders, the art supervisor, the director and the maintenance department. The older children sometimes help. Tremendous hearts, stained glass windows, snowmen, wagons, and so on, are all created to supplement the many smaller props made on the individual playgrounds. Most of the big prop pieces are used on the small stage where the curtain is often drawn and, consequently, the changing of scenery presents no problem. Smaller props are used on the big stage, and the children are responsible for getting them on and off during their scenes. The main curtain is seldom drawn, so there are no big scene changes on this main stage.

Two balloon trees, the symbols of our pageant, are used on the apron at either side of the stage. They are made of wood, chicken wire and papier-mâché, painted white and glittered. (A great deal of glitter is used on both props and costumes to glamorize the production for the children.) The night of the pageant the trees bear balloon fruit of all colors and shapes. The effect is really startling.

Dress Rehearsal

Dress rehearsal, the only rehearsal of the show as a whole is completely chaotic. It is an all-day affair. Scenes are scheduled for definite times so that the children will not have to sit around too long. Each scene is rehearsed several times (with the orchestra if necessary), and the children are thoroughly instructed in their exits and entrances.

The Production

Before the show, signs with entrance and exit information are placed along the walls of the wings. Stage managers (playground supervisors) are stationed in both wings. It is their job, with the help of the call boys, to keep the acts lined up on both sides, five- to seven-deep, so that the show can move rapidly, because once it starts it must keep going. Each leader has the responsibility for his scene and his children. In the gym near the stage, a movie is run for the actors waiting to go on stage.

Just before the curtain goes up, the director has a panicky feeling—with the hubbub and confusion of such a tremendous cast—that the show will never go on; but when lights are out backstage, the noise quiets and, amazingly, the children get on stage at the appointed time. From backstage it seems a miracle that a production can emerge from such chaos.

The audience is unaware of the confusion and worry, because from its viewpoint the show runs smoothly and beautifully. Obviously the cast is having a good time and putting on a very entertaining show. The audience applauds vigorously and enthusiastically for each scene—what a thrill for the children!

This has proved to be a very successful method for putting on a show—a production that has tremendous participation, color, variety, and an amazing tempo and smoothness.

POLIO PRECAUTIONS

Although a polio vaccine is being tested, and gamma globulin will be available in increased amounts this year, we must expect polio cases again in 1954. Here is what you can do if polio comes to your community:

1. Keep children with their usual companions; don't take them where there are crowds.
2. Avoid fatigue and chilling. This means adults, too.
3. Follow your doctor's advice about mouth and throat operations.
4. Teach children to wash hands carefully before eating and after going to the toilet. Don't let them use another's soiled towels, dishes or tableware.
5. Tell your doctor if these symptoms appear: headache, fever, sore throat, upset stomach, stiff neck or back. Put sick person to bed promptly.
6. Remember—at least half of all polio patients get well without any crippling.
7. Get in touch with your local chapter of the National Foundation for Infantile Paralysis if you need help for a polio patient.

Remember—*gamma globulin is not a vaccine.* It can give only *temporary* protection against polio. Scientific tests have shown that it is eighty per cent effective when given sufficiently early to all children in an area where an epidemic has started. Until the effectiveness of the *vaccine* has been proved, GG is the only available protection against polio.

It is officially recommended that *GG be used only in group inoculations in places where polio is occurring.* This means groups such as neighborhoods, schools and camps. Your State Public Health Officer will decide when, where and to what groups it shall be given.

Midway, a slight pause for a nap after returning from the movie. Parent chaperones in background enjoy themselves.

After the Senior Prom — WHAT?

Jean Wolcott

For those communities facing the growing problem of wild, all-night teen-ager sprees, with tragedy the morning after —

As far back as we can remember there have been senior proms. As far as we can think ahead there probably will be senior proms. Senior prom night is a history-making night in the lives of the teen-agers.

Decision as to what, when and how they will celebrate their senior prom is usually left to the high school authorities and administrations; but the high school's supervision ends when the orchestra finishes playing the last dance number, usually around midnight.

If your community is lucky, the next day your local paper will carry a glowing report of the fun. If your community is not so lucky, you may be faced the following morning with screaming headlines that "A car with a group of senior prom young people was going eighty miles an hour and. . . ."

Here is a problem that educators and parents face every year. What is the teen-ager going to do *after* the senior prom? He's going to want to stay up all night! But what will he be doing? Can a recreation department, or a school, offer any solution?

Mrs. Opal Corkery, principal of the Anacostia High School in Washington, D. C., handled it, and her solution might help your community. Her first step was to say, "Well, the students are going to stay up all night anyway, so I'm going to stay up with them." That started her all-night experiment and the entire community joined in on the idea.

To arrange an all-night entertainment is no easy job. It takes a great deal of planning and organizing for any age-group. You can multiply that a few hundred times when it comes to planning activities for the Eddie Fisher crowd and the future Joe DiMaggios. They've got more pep, stamina and enthusiasm than all the rest of the community put together—that's what we've always thought anyhow. Let's take a look at Mrs. Corkery's program plans for her graduating class and then ask her how her teen-agers weathered the all-night affair.

Following the customary pattern of most proms, the All-Night Prom started off to the music of an orchestra. The young people began to arrive at eight-thirty but, in this case, they arrived carrying overnight bags containing the changes of wearing apparel which would be necessary for this all-night party. The music played for the next four hours.

At twelve-thirty the young people, still in formal attire, boarded chartered buses and were taken to the nearest movie house where they saw a thus-far unreleased movie. At two-thirty A. M. everyone was returned to the high school and, after changing into bathing suits and trunks, attended a "splash party." (There was miniature golf for those who did not want to swim.) The swimming and golf activities ended at four-thirty A.M. giving the youngsters time to get dressed in their everyday clothes and return to the school cafeteria for breakfast, which was served from five to six A.M.

There was a total of nine and a half hours of steady fun! Many more hours of planning and organizing were required to make those nine and a half hours successful. Here's the general plan:

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First of all, the executive committee of the high school Home and School Association and the principal talked over the idea of having an all-night program of activities. Everyone liked the idea; but all agreed that there were bound to be repercussions from some people in the community—mostly from those who did not realize that this was an attempt to solve a problem. They decided to discuss the idea with several neighborhood groups and found that some thought it might work, some thought it wouldn't work, and then there were some who thought the whole idea was absolutely foolish. There was a faction in the community that thought the high school was butting into the parents' business.

The Home and School Executive Committee unanimously decided to back the school administration—and not only to back them but also to help in any way possible to make the celebration a success.

The youngsters were consulted about the idea and it was put up to a vote to see how many of the one hundred and eighty-three in the graduating class would be in favor of this kind of senior prom. When the vote was counted, it was found that one hundred and seventy-nine were in favor of the affair. *Only four had voted against it.*

The next step in planning, now that the administration had the stamp of approval from the young people, was to send out letters containing the entire plan to the parents.

The letters asked the parents if they would allow their graduating boy or girl to attend the activities described. A return postal card was included and the parents were asked to check on this card whether they would help supervise at least one of the activities and if so which one or ones. It was also possible for parents to check the activity or combination of activities in which they would permit their teen-ager to participate.

When it was evident by the replies that at least two-thirds of the parents approved the idea, the administration, class sponsors, and class officers made the decisions as to what activities should go into the "all-nighter." Blocks of tickets to all events were prepared and sold. These tickets were numbered and a record was kept of the boy or girl who purchased each ticket. Tickets were collected at the entrance to each event.

Neighborhood would-be complainers were stopped before they had a chance to complain. On the day of the big party seven hundred and fifty fliers were handed out in the neighborhood by the lower-semester boys. The fliers read:

"*Dear Friends and Neighbors*: Friday, June 12, is Senior Prom Night at Anacostia High School. In keeping with modern times, there will be gala, *all-night* activity . . . . a *dance* in the Girls' Gym, converted into an outdoor garden by professional decorations, a *movie* at the theatre, a *splash party* in the pool, followed by an early *breakfast* in the school cafeteria. Will it be *noisy?* We hope not *too* noisy, but . . . . it comes *once* a year and the graduates are young and enthusiastic. *We Ask Your Indulgence and Cooperation!*"

Then meetings with the police took place. The planning committee asked the police department for protection against gate-crashers and hoodlums. The boys in the class who might have caused disturbances were put on the committee with the police captain. It was decided by this committee that those graduates who drove cars were to park them on the football field. The field was locked and no cars were allowed out until six A.M. unless a parent wanted his boy or girl to leave earlier, in which case he had to send written permission. One hundred and two cars were parked on the football field, and only two drivers had special permission to leave early.

The chaperones for the various activities were selected by the class officers from among the teachers and parents who had volunteered for such assignments.

The first activity planned was the dance. It took place in the two gyms, with two orchestras, one "sweet" and one "hot." Teachers chaperoned this group. They had been given a form and on it they were asked to check which activity they wanted to supervise. Some parents also helped to chaperone the dance. The decision as to the chaperoning assignments was left up to the class officers. The assignments were sent to the parents along with letters thanking them for their generous offers to help.

The movie came next. The committee got in touch with the local movie manager about this activity. He was all in favor of the all-night program and offered to make arrangements for a special showing of a new movie at his movie house. He and his wife were also in the receiving line along with teachers and parents when the youngsters arrived. The title of the movie was kept a secret until the day before the party.

Since the community recreation building was only a short distance from the high school, the committee decided to make use of it—so a "splash party" after the movie was planned. The young people changed their formal wear for beach wear and then made their way, chaperoned, to the recreation building and its floodlighted outside pool. Some thought it too chilly for swimming, so they played golf on the miniature golf course. Those who did not want to swim or play golf stayed in the game room of the school building, where they played games, sang, and listened to someone play a "hot piano."

The physical education department of the school was responsible for the swimming activity. Chaperoning teachers and parents were on hand at the golf course and in the game room.

The five A.M. breakfast was the responsibility of the school cafeteria staff which was assisted by members of the Home and School Association. They served four hundred and twenty breakfasts of hot biscuits, scrambled eggs, bacon and toast to the members of the class, and to all the grownups who had helped.

The big party broke up at six-thirty A.M. According to Mrs. Corkery, some teen-agers were yawning around six A.M.; but they all admitted that they had a "terrific" time. The graduates had loved it. They had had an evening of fun with something popping every minute—minus any drinking, riding around in "hot rods," visiting night spots, or having any accidents. It may not be the only solution to prom night—but Anacostia felt it had been well worth trying.

Inside view of Santa Barbara Recreation Department hand puppet stage during presentation of "Three Little Pigs."

Puppetry is Fun

Joyce Gardiner

A CHILDREN'S puppetry workshop has been conducted by the Santa Barbara Recreation Department for many years. Some 4,500 puppets have gone home with children for play and for shows in their own backyards and living-rooms. During W.P.A. days we had a very extensive six-day-a-week program; and during that time a backlog of puppets and scenery was made for us. Since then the workshop has been conducted on a twice-weekly schedule.

An ideal setup for such a program should include work tables, drying racks or shelves where clay and papier-mâché work may be left between meetings, storage facilities for each individual's work, cupboards for supplies and for paints, a work bench and tools, a sewing machine, an iron and ironing board, a sink and running water, and space for both marionette and hand puppet rehearsal stages (preferably in another room).

We have, however, approximated this ideal only very occasionally. Other times we have conducted puppetry workshops under all sorts of conditions: meeting in a room from which everything must be removed and which must be left clean for the next group using it; working from cardboard cartons in the back of the car at a playground or park, often without drying space at the area, doing all the sewing by hand.

The craft end has been the emphasis for most of the participants in our project. We make various types of puppets —hand, string, cloth, papier-mâché or wooden. Characters range from classic to comic strip, movie and TV characters. We have had rashes of Donald Duck, Mickey Mouse, Superman, Snow White and the dwarfs, Cinderella, Peter Pan, Santa Claus, Beanie and Cecil, along with ballet, family and storybook favorites. Often a club or school group will come in with its leader to do a certain project, such as a Colonial period play, or *Westward Ho*, or a Santa's workshop.

Some of these puppets strut their stuff on shows we present; but all go home (after payment of a small fee of ten or twelve cents) to be used for backyard shows, entertainment for the family, as decorations for children's rooms, or as Christmas gifts. Some return for repairs after little brother has pulled off the legs or hair, or after the pet pooch has chewed up the head.

We have tried to emphasize that, as soon as a youngster has done a fairly good job in modeling, papier-mâché work, painting, putting a puppet together or stringing it up, he should help a beginner. It is rewarding to see a former "I-don't-know-how" whiner proudly showing a visitor around, explaining the process.

The recreation department pays for the basic supplies, such as unbleached muslin, thread, pins, needles, clay, dry paper-hanger's paste, glue, paints, and tools. Wood for control sticks and props comes from the wood yard's scrap pile. Mothers and friends unload scrap bags and costume jewelry on us for ladies, kings, and other dressy characters. The ten cents for hand puppets and the twelve cents for marionettes, paid by the children, goes for special oddments from the five- and ten-cent stores, for emergency items or for things that cannot be requisitioned. →

MISS GARDINER *is the supervisor of special activities in the Santa Barbara, California, Recreation Department.*

We use dry modeling clay, making it up as needed. Also, the old clay heads are pounded up and the clay used again. The smashing and pounding of the heads to produce smooth dry powdered clay has a great attraction for some of the youngsters, especially when they get tired of some tedious job indoors. Our papier-mâché process is the usual procedure. This consists of putting five alternating layers of paper towel and newspaper strips or patches with paste (made from dry paper-hanger's paste with a "spot" of glue added and powdered alum as preservative) over the greased, dry clay model. When the pasted paper is dry, one of the older boys or I cut the heads open with a razor blade or sharp knife; the screw eyes are then added and anchored if it is a marionette; the halves are glued together and the crack is neatly covered with patches "so that no one will know that it has been cut open"— a result not always achieved!

For the bodies we use mostly the rag doll type; but we have made wooden marionettes, wood and cloth combinations for both hand and string puppets, and sawdust and paste heads, hands and feet. We'll experiment with anything new anyone brings in! The youngsters choose a cardboard pattern suitable for the size of the head and for the character of the puppet and then draw around it on the cloth. We've almost always had a sewing machine, and find that the stuffing stays in better if the stitching is done by machine instead of by hand. Also, it gets the boys over the hump with the least amount of sewing. We use medium-fine chick gravel for weighting the bodies and feet of the marionettes and cotton or scraps of cloth cut up for the rest. Clothes are either machine-stitched or made by hand. Sometimes a mother stitches for us, or a youngster becomes sufficiently proficient to help out.

For painting, we use dry tempera or poster paints, shellacking it to prevent chipping or being licked off by the baby or dog at home. Yarn is the usual material for hair, although we have used cotton and paste, colored suitably, to model hair and hairdos.

The dramatic production phase of this activity has had two main outlets. One is the weekly puppet show from May through October as part of the family picnic program at one of our parks on Sunday afternoon. The other is public or school appearances, such as at the PTA carnivals or the organization's children's parties. We always present these performances without charge.

The shows are given by children from the Puppet Shop who have shown an aptitude for such presentations. Usually there is a stand-by group of those who help year after year, but we work in new participants all of the time. They eventually take over as the older ones drop out. During the last year we had an unusually large number; of the thirty-five children participating, twenty-five were new. Fifty-seven shows were given from July 1, 1952 to June 30, 1953 with an audience total of 4,924.

Our repertoire consists of some twenty-one different plays including: "Jack and the Beanstalk," "The Fisherman and the Genie," "Punch's Sausage Factory" and "Robinson Crusoe" from R. Bruce Inverarity's *Playable Puppet Plays;* "The Adventures of Betty" and "The Wishing Fairy" from Edith Flack Ackley's *Marionettes;* "Little Red Riding Hood" from F. J. McIsaac's *Tony Sarg's Marionette Book;* "Picklenose and Susie" from Frances Lester Warner's *The Ragamuffin Marionettes;* "Goldilocks and the Three Bears" and an adaptation of "Three Little Pigs" from *A Book of Puppets* by M. P. Munger and A. L. Elder; "The Golden Cockerel," based on Nándor Pogány's story of that name, but rewritten with some changes in plot and adapted to puppet needs by the group. "Peter Rabbit," "Hansel and Gretel," "The Enchanted Frog," "Casper's Adventures," "Serenade," "Fiesta Marionettes," "Robin Hood," "Pinocchio" and school projects have been original concoctions. "Rumpelstiltskin," from a stage play by Helen Cotts Bennet, and "Cinderella," from a stage play by Alice D'Arcy, need more adaptation

Caught in the act! Puppeteers enjoy this as much as the enthusiastic audience. The play, "The Golden Cockerel."

to puppet needs to go smoothly. The librarians in the children's room of the public library have been most helpful in producing source material.

Our most sure-fire hits have been "The Three Little Pigs," in which the houses blew down; "Jack and the Beanstalk," with the part of the giant played by a masked person; "Peter Rabbit," with Farmer MacGregor's chase of Peter. These are hand puppet shows and are comparatively easy to give. "The Golden Cockerel" is our most elaborate marionette show, running forty-five minutes and consisting of five scenes with musical background, an exciting dragon fight and colorful costumes. Most of our shows run an average of twenty minutes and are geared to the eight- to ten-year-old group.

The weekly shows, part of the Oak Park family picnic program, are staged within a puppet theater shell, built by the recreation and park departments for our use five years ago. This shell is a small open-faced building approximately fourteen feet wide, five feet deep, and nine feet high. There are closets at each end of the stage, which leaves a front opening of slightly less than eleven by seven feet. Curtains are hung at this opening to make the stage usable for either

hand puppets or marionettes. The stage curtains, on traverse runners, are mounted on strips of wood that have holes in them so that they can be easily fastened into place with bolts. A crossbar, dropped into slots at either end of the front opening, becomes the hand puppet stage floor, with a contraption bolted to it to serve as shelf and script holder; or, at a different height, the crossbar serves as the frame to which marionette stage curtain strips are bolted. Strips of wood, to which other pieces are locked into place, swing from the ceiling to hold scenery for the hand puppet stage. For the marionette stage, wooden horses, eighteen inches high, support the flooring for players and marionettes; and the backboard for scenery is bolted with angle irons to this floor. Ventilation openings in the back wall are needed.

To our dismay, we found that as five-footers grew into six-footers, the backstage became very cramped; so take heed if you're building a puppet theatre!! Storage space in the closets and under the building also proved a tight fit for the stage boards, curtains, and loud speaker equipment.

At the shows, the spectators—children and adults—sit on the sand in front of the stage or on stationary benches. Sometimes the children don't stay seated—they crawl under the curtains and onto the stage to see what makes things tick. Attendance per show averages one hundred twenty-seven, and runs as high as one hundred seventy-five, depending on the weather and, we hope, the play. Our popularity rating seems to remain high even with the repetition of our repertoire year after year.

For request programs at PTA carnivals, school and playground programs and rehearsals, we have two portable hand puppet stages and one portable marionette stage. These are approximately of the same measurements as the stage in the puppet theater shell, so that all scenery is interchangeable.

For effective puppet shows:

1. Plays should have action in them, not just lots of words.
2. There should be no long waits between scenes.
3. Voice amplification equipment should be used if the performance is out-of-doors so that actors can be heard.
4. Good backstage management is essential.
5. The audience should be comfortable.

For effective participation:

1. Adequate rehearsal is necessary.
2. Keep in mind the span of interest of the age-group concerned.
3. Encourage as much creative and original work as possible.
4. Remember that satisfaction comes from the response of the audience.

Puppetry is a fine creative outlet for any age-group from both the craft or the dramatic standpoint. Adults, and even grandmothers, have joined us. A shy child can forget himself in manipulating and speaking for a puppet. One of my stand-by helpers for a number of years was a boy who stuttered badly, except when he was in a play, and then his enunciation was clear and very good. Many mothers have been grateful for the backyard puppet theaters, concocted by their children, which have kept the neighborhood children occupied on summer afternoons.

As a summer playground activity, it has had wide appeal. We had the activity once a week on five playgrounds last summer, and on each one it developed in a different way. One playground worked out a circus, one used a fiesta theme, another developed farmyard adventures, and two did regular plays, "Hansel and Gretel" and "Cinderella."

As an individual hobby or as a group activity, nothing is more fun than puppetry!

Section Meeting Topics for the 1954 National Recreation Congress

Administrative Problems of Chief Executives of Local Recreation and Park Agencies (three sessions)

Problems of Recreation Boards and Commissions (two sessions)

Recreation for Business and Industrial Workers (three sessions)

Camping in the Recreation Program (sections in Day Camping and Resident Camping)

Recreation in Churches

Consolidation of Recreation and Park Functions—How Has It Stood the Test of Time?

Recreation in Correctional Institutions (four sessions)

How to Determine a Reasonable Standard for Municipal Recreation and Park Expenditures

Girls and Women in Competitive Sports

Recreation in Hospitals (four sessions)

Operation of Indoor Recreation Centers

In-Service Training—Audio-Visual Aids for Recreation Leaders

Job Analyses for Recreation Positions

Reducing Juvenile Delinquency—How Does Recreation Leadership Help?

Land for Recreation—How to Secure It

Serving Community Music Needs More Effectively

Administration Workshop for New Executives

Pet Ideas

Property Development and Maintenance Problems (two sessions)

New Techniques in Public Relations (two sessions)

Making Our Recreation Research More Effective

Relationship of Recreation to Schools

Helping Senior Citizens Help Themselves

Conducting a Community Sports Clinic

Sports Problems

State Recreation Services to Communities

Workshop for Supervisors (three sessions)

Swimming Pool Design and Construction for Effective Operation

Recreation for Teen-Agers—Program Content and Leadership Technique

What is the Total Job of the Municipal Recreation Department?

Town-Country Recreation (four sessions)

How to Get and Use TV Time for Recreation Services

Planning and Evaluating the Undergraduate Recreation Curriculum

Urban Redevelopment—Rehabilitating Our Neighborhoods

Volunteers for Recreation Service

What Constitutes a Well-Rounded Program of Recreation Activities?

Recreation-Education Values of Zoos and Botanic Gardens

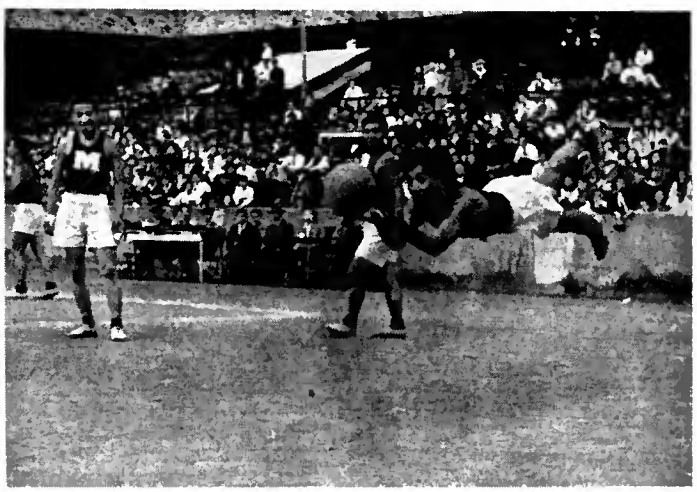
Digitized by

Houston Eagles block Los Angeles Voit team at U.S.A. women's championships, Omaha 1953. Match won by Voit.

Volleyball offers a challenge to performing skill. Omaha team coordinates at net against Florida State University.

Good Form is Demonstrated by Experts

U.S. players block tricky left-handed spiker during outdoor play in Tunis, North Africa.



A world-wide sport, volleyball is rated more popular than basketball in Japan. Above, agile player makes remarkable "save."

(Right) In Tueson, Arizona, all the "fly boys" need for a good game is a landing strip, a net, a ball and, of course, a dozen huskies.

Harold T. Friermood

PEOPLE PLAY for many reasons. Some engage in activity for relaxation from nervous tension, others for companionship and identification with a group, while excitement, competition, improvement of physical condition and the opportunity to meet new people attract additional participants. Volleyball, an all-American game, and now an international sport, ranks high on the recreational scale because it offers so much to so many for so little investment.

When Dr. Lu Hui-Ching made her study on *Volleyball Around the World*, for her doctorate at Teachers College, Columbia University, she found that recreation directors and educators as well as administrators and sports leaders were in substantial agreement as to the values of the game. There is an appeal to both sexes, and to persons of all ages (similar to swimming in this regard). Little equipment is needed and relatively little space is required for an official court—thirty by sixty feet, plus a sufficient border around the court to provide safety and an opportunity to recover playable balls. The fundamentals of the game lend themselves to mass instruction and are both interesting and challenging.

Players can quickly "plow back" much of what they learn by helping to teach others, taking turns in officiating, helping with demonstrations and assisting in developing better understanding of skillful play and good sportsmanship. One of the traditions of the game, developing as it did in the Holyoke, Massachusetts, YMCA in 1895, is that of personal responsibility and integrity in calling fouls—even when the referee, umpire, or linesmen fail to see violations. From this standpoint, it is truly a players' sport and incidents in the topflight national competitions are on record where players have called their own fouls, missed by the officials, at times when it meant the difference between winning or losing a game and the match.

This characteristic of the game is something that must be taught continually and is a typically American tradition that lovers of volleyball all over the world admire and find worth emulating. For all of these reasons, which Dr. Lu's study pointed up, the modern game of volleyball offers recreation, a challenge to performing skill, development of volunteer leadership, and opportunity for further study and research.

The game is played in parks, on playgrounds and beaches, in camps, in schools and colleges, in the armed forces, and all around the world. Men and women, boys and girls, all ages from eight to eighty, play and enjoy the game.

The *Oklahoma City Times* carried a story, a short time ago, about Elmer Klein who was celebrating his seventy-ninth birthday with one of his triweekly workouts on the volleyball court of his local YMCA. He has been doing this for years and claims, ". . . it's better than liniment for warding off cricks and kinks."

A recent visit to the campus of the university at Tucson, revealed four hundred co-eds playing simultaneously on thirty outdoor courts. They were developing effective patterns of play—passing, setting, spiking, serves with curves—in the Arizona sunshine.

Beach volleyball in Southern California attracts thousands of players and some of the outstanding national tournament players, both men and women, are developed there. The Hollywood team has won the U.S. open championships for the past three years and most of its players spend some time training on the beaches.

Topflight play in the United States is conducted on indoor playing floors; but in other countries, where such facilities are not available, outdoor courts are used to stage tournament as well as informal play. The first women's and the second men's world championships were conducted on outdoor courts before forty thousand spectators in Moscow, two weeks after the close of the Helsinki Olympic Games in 1952.

Like basketball, volleyball was originated in the United States (basketball in 1891 at the Springfield College YMCA, and volleyball in 1895 at the Holyoke, Massachusetts, YMCA) and quickly introduced around the world by recreation and sports leaders: by Hopkins in South America, Hanson in Mexico, Ellwood Brown in the Philippines, Franklin Brown in Japan, Gray in India and China, Malcolm in

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Egypt, and several U.S. leaders in Europe. However it was not until 1947 that an International Volleyball Federation was formed in Paris with the U.S. being one of a dozen

James E. Rogers (center right) receiving 1954 certificate, "Leader in Volleyball," from Harold T. Friermood while Prof. Ellis H. Champlin (right), physical education director at Springfield College, Massachusetts, and Robert Yoho (left), staff member of the State Department of Education, look on. Mr. Rogers is former NRA staff member.

countries included as charter members (this number has now grown to forty countries).

The past three Central American Games have included volleyball and this sport is scheduled to be in the regular program of the 1955 Pan American Games to be held in Mexico City next March. The United States Volleyball Association, being affiliated with the International Volleyball Federation and a member of the U.S. Olympic Association, will be expected to form the committee, select the team members, and help finance the trip south of the border. U.S. teams have made two good will European tours—the first in 1948 and the more recent in 1953. These did much to bring about new friendships and stimulate further development of the game. International rules govern such play and are contained in the 1954 official guide[1] of the U.S. Volleyball Association along with the U.S. rules for men and women.

Volleyball in the U.S.A. represents a cooperative effort of individuals and organizations, including as it does in the U.S. Volleyball Association, now twenty-six years old, official representatives of: National Recreation Association, National Council of Young Men's Christian Associations, American Association for Health, Physical Education and Recreation, National Section on Girls' and Women's Sports (which issues a Guide every two years for its own members), American Turners, armed forces: Air Force, Army and Navy, Boys' Clubs of America, Boy Scouts of America, National Amateur Athletic Union, National Collegiate Athletic Association, National Federation of State High School Athletic Associations, National Jewish Welfare Board, The Physical Education Society of YMCA's, and representative players elected by the players themselves.

Through this Association the rules are established and published each year, officials are certified, the game is promoted through the related groups, experimentation is encouraged, and national championships are conducted for American Turners, Amateur Athletic Union, National Jewish Welfare Board, armed forces, collegiate groups, women's division, YMCA, senior and veterans' groups, and the U.S. open division teams. The 1954 championships were just concluded in Tucson, Arizona, and the 1955 U.S.V.B.A. championships will be conducted by the Oklahoma City YMCA using naval air force facilities at Norman, Oklahoma, with the cooperation of all groups making up the U.S.V.B.A.

There are no paid officials or professional players in volleyball for it is an amateur sport that is played, officiated, and managed for the love of the game. But volunteer efforts are appropriately recognized, through a plan instituted in 1946 by Dr. George J. Fisher who was then president of the U.S.V.B.A. Each year special recognition is given to a group of not more than six persons who have maintained a relationship with volleyball for at least twenty years, rendered significant service in advancing the game, and achieved national recognition because of their contributions. Among those so honored this year was James E. Rogers, staff member of the National Recreation Association for thirty-nine years, who has continued to be a great booster for volleyball even though he is now on "retired" status. When he received the U.S.V.B.A. certificate, "1954 Leader in Volleyball," this sentence appeared in his citation: ". . . . believer in youth, leader of youth, worker throughout the nation for wholesome recreational opportunities for all, Dr. James E. Rogers is recognized because of his unselfish efforts to advance the great American and the world wide game of volleyball."

Because of the work of men like these, park and playground leaders, industrial groups and the armed forces, school and agency people, local, regional and national representatives of the U.S.V.B.A., and the twenty million players in this country, of all ages, both sexes, and varying degrees of ability—volleyball continues to grow and develop because of its inherent values. But its greatest growth lies in the future when all groups in every section of the country take it out of doors, where gym space is unlimited. Volleyball for recreation presents a continuing challenge.

[1] *1954 Reference Guide and Official Rules of the United States Volleyball Association*, U.S.V.B.A. Printer, Box 109, Berne, Indiana.

Hometown Ideas That Clicked

(From the 1954 Middle Atlantic District Conference)

A chart was made showing the amount of newspaper publicity each playground received. It was an added incentive to the playgrounds to promote activities in the papers.

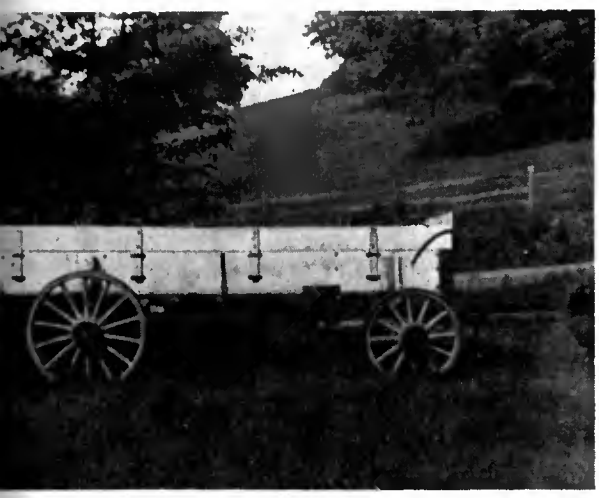
—Stuart Moyer, *Reading, Pennsylvania*

New adult classes were instituted with the help of local merchants. The demonstration-type classes were on useful hints for home owners.

—Frank Krysiak, *Linden, New Jersey*

The TRAVELING TRADING POST

Mrs. Sylvia C. Newcombe



original wagon was found standing in a field on a sylvania farm, and was purchased for ten dollars.

Now, brightly renovated and surrounded by youngsters anxious to swap wares, it has become a popular activity center.

THE playgrounds in York, Pennsylvania, have had traveling theaters, puppet shows, storytellers and novelty events of all types in their program history, but the traveling trading post is a "natural." The idea appeals to all age groups. It needs no selling or explanations. Children knew from the start what it was for and what to do about it.

Mrs. Emory Frigm, the "wagon boss," who is both policewoman and part-time recreation worker, had watched her own children trade trinkets. The desire to exchange toys and games that had lost their glamour and appeal, for an object of fresher interest, was natural to children. Thus, the trading post was born.

It began with an old farm wagon, standing in a field. This was purchased by the recreation commission for ten dollars and converted into a covered wagon. The additional cost was negligible. One firm painted it bright orange and another furnished the awning for the top. The original wooden wheels were retained and some bells and a hurricane lamp were added for Western effect. The state highway department issued a free trailer license. Toys, games and trinkets to start it off were all donated.

It was named the Bar-None Trading Post and was drawn by the recreation department truck, visiting the city playgrounds on a pre-planned schedule, for a two-hour stay at each ground. It frequently also added to the playground attractions for community nights, block parties and special events. Mrs. Frigm and her teen-age daughter, Peggy, dressed in Western costume and carried with them a phonograph and records for square dancing. However, from the start, business was so brisk that the square dancing was put in charge of the directors of the playgrounds.

When the trading post rolls onto the playground, the children greet it with cries of delight. There is a short wait until the side flaps are rolled up and wares laid out. Comic book traders queue-up on one side and traders of miscellaneous goods crowd around the other. Everything from scrub-buckets to bubble bath passes through the hands of the wagon boss. "You name it, we've got it," laughs Mrs. Frigm. ➟

MRS. SYLVIA C. NEWCOMBE *is the superintendent of recreation, in York, Pennsylvania.*

"What can I trade for this?" calls some barterer. She immediately swings into action. Articles must be of equal value, not necessarily in money, but in condition, in order to be traded. Two comic books with covers off can be traded for one good one. Any articles that are new or exceptionally valuable require a note of permission from parents.

Children are sharp traders. The deal, of course, must satisfy both sides. One little four year old boy wanted to trade a fire engine for a truck. In discussing the trade he admitted that he wanted the truck because it had more mechanical parts. "Well then," said Mrs. Frigm, "the truck is more valuable than the fire engine." The four-year-old would not accept this. "There is a gear missing on the truck," he said and pointed this out. Mrs. Frigm had not noticed. The little boy understood the mechanics of the little car and knew exactly what he was giving and getting.

One little girl of six years wanted to trade her neatly dressed pretty baby doll for a soiled frayed baby doll that had been tossed into the center of the wagon. Mrs. Frigm appraised the dolls and said, "But your dolly is much better than that one, pick a nicer one." But she would not be persuaded. She ran home and brought a permission note from her mother. The trade was made; and an hour later she returned with the bedraggled doll transformed and outshining the doll she had just traded. Mrs. Frigm could hardly believe her eyes. A little girl knows what soap and water, a new dress and a little motherly love can do for a baby's appearance.

The youngsters know their merchandise, enjoy the bartering and recognize a fair trade. Its educational value to the children depends on this. It is not a sentimental project. In some areas additional help was required to take care of the crowding little customers. We found we had to select our assistants carefully and eliminate helpers who were inclined to be too generous in trading with the children. Mrs. Frigm loves children but realizes that in teaching fair values one is giving them a great deal more than "things."

In poorer sections, the playground directors helped the children make craft articles to trade. The trading post load was made up to suit the customers. Some areas had "runs" on costume jewelry, wallets, balls and certain games. The variety of stock grew, as the summer progressed, to include tricycles and full-size doll houses. For lack of space, the line was drawn at children's furniture.

As an attraction to draw parents to the playground, the Bar-None also carried some costume jewelry, books, magazines, and so on, for adults. We were not equipped however for a lady who wanted to trade a valuable antique clock.

The Bar-None Traveling Trading Post will be on the road again this summer. As it passes through the city streets smiles will spread on the faces of watching adults who know that the children are having fun.

Janet Nickelsburg

CHILDREN'S SUMMER CAMPS:

Creative or Custodial?*

I HAVE VISITED over fifty camps and have worked in more than forty of these. As I go from camp to camp I find, for the most part, smoothly operating dining areas, food well prepared and served, sleeping accommodations adequately set up and a standard of cleanliness and orderliness maintained. I find counselors eager to give their charges a happy summer and camp directors conscientiously concerned with the smooth operation of their camps. This concern extends not only to such physical requirements as food, health, safety and such, but to the behavior and welfare of camper and counselor as well. This entails a good deal of time spent in coordinating and planning programs; and the regular routine programing is left in the hands of specialists engaged to take over the various departments, such as craft, swimming, nature, and so on. This division of labor would be altogether excellent, were it not for the fact that the department heads all too often arrive in camp with their bags of

* This philosophy is further expanded in *The Camp Program Book*, by Catherine Hammett and Virginia Musselman, Association Press. Order from National Recreation Association, $5.00.—Ed.

MRS. NICKELSBURG *has had many years of experience in the nature-study field with national organizations; and also authored the NBC radio program, "Signposts for Young Scientists," and produced and directed the TV program, "Stop, Look and Listen."*

tricks which bear little relation to a well-thought-out philosophy of camping.

What, then, are the main objectives of a camping experience for children? Primarily, to give them a happy, healthful experience away from home; but what such an experience can include and what it does include are by no means the same. Many camps are but summer resorts cut to the pattern of childhood. True, in a camp the children live together, usually in tents, making their own beds and keeping their quarters tidy. In many camps, they help with the serving of meals, with clearing away and sometimes with preparation. Such cooking as the children do is done over a campfire; and in the majority of the camps that I visited the children roasted wienies and marshmallows or prepared pre-packaged meals. All these activities might be done at home, however, and none of them have much to do with this exciting new experience the children are having in the out-of-doors.

I envisage an adequate camp program as one that makes the child less dependent upon adults, upon the products of factories, upon the comforts of city life. It should also be one that enriches him by acquainting him with the out-of-doors, not merely as a spot in which to loaf, but as a source of continued interest. It should be an avenue of discovery that will stimulate his mind, an introduction to new materials for creative activities. Swimming, boating, hiking and riding will help him to know better the country in which he finds himself, and should teach him how, where and when such sports may be safely pursued.

The games he plays should open new vistas in his environment. They should be planned for competitive teams whose points are reckoned on the basis of speed, accuracy and ability to orient oneself to the surrounding country.** Such games are not bookish ones, such as the naming of fifty birds or the identifying of twenty trees, nor are they the gaining of mastery in some athletic contest—city occupations, the former a task for school science groups and the latter an activity for the playground or school teams.

**See "The Sport of Orienteering" RECREATION, March 1954, page 170.

The camp grounds offer a world of exploration to those who know how to use their senses and how to discover what creatures besides themselves are living upon the campsite. The finding of the case of a caddis fly in the brook, or the discovering of the different ways in which spiders of various sorts build their webs, can make the campsite a world full of exciting adventures.

The core of a camping experience, then, is in helping the child to adapt himself better to his environment. This means, first, that he is aided in the mechanics of adaptation to group living, or living with his own kind. Second, it means learning to live in an outdoor environment without missing the so-called refinements of civilization. Third, it means deriving absorbing experiences without having to borrow from city occupations, such as movies, radio, television, comic books, and so on. Fourth, it means a stretching of horizons so that the countryside becomes the pivot point around which the program revolves.

Janet Nickelsburg originated a unique service to camp directors called Earth, Sea & Sky. In this she works with the counselors, during their pre-camp training, to show them that teaching nature study is not a mysterious and weighty matter predicated upon knowing the names of innumerable animals, insects, birds and flowers; that it has little to do with identifying and classifying; but that it is primarily concerned with making us all more at home in the out-of-doors.

I should like to discuss in more detail than space permits, the building of such a program and how each activity, by planning day-by-day progress, will add to the skills needed for better orientation. For I see this progression in every field. I see it in the acquired ability to build, as a start, the necessities for outdoor living and progressing to some of the comforts that make camping less of a chore. I see cooking skills widening as the campers learn to build themselves fireplaces and cooking equipment, then develop a more extensive and varied menu, and even learn how to become more self-sufficient through finding some of their own food in the wilds.

I see riding and swimming in terms of mastery of the skills so that the child becomes able to engage safely in either pursuit. From this mastery he should progress to the knowledge of how to care for himself in relation to the activity, how to care for his horse as well; how to feed, water, saddle and stake him out; and he should know what to do in case of accidents.

His craft work should provide him with the things he needs for his camping activities. If he fishes, he should learn how to tie flies, how to care for his pole and line, as well as how to catch fish and carry them safely back.

Archery should provide him with the tracker's skill in stalking; and once he has learned the rudiments of the skill, his targets should carry him into the woods, not to kill, but to find prearranged, hidden bulls-eyes for his arrows. He should learn at least to make his own arrows—and his bow as well if he has the time and requisite skill. Instead of useless tooled leather objects to take home, or purses and key cases, he might make his arm guard and quiver. He should learn the beauty of nature's manifold forms for decorating his work and he should be encouraged to draw, write about and photograph what he sees. He should learn to stalk wild creatures, to observe them as they live, not to kill. Then he will be eager to relate his adventures and to dramatize what he discovers. All the raw material of the out-of-doors that he sees can, through the alchemy of his personality, be distilled into the most precious possession known to man—aesthetic appreciation and its offspring, creative activity.

FLAG DAY—JUNE 14

White is for purity; red, for valor; blue for justice. And altogether, bunting, stripes, stars, and colors, blazing in the sky, make the flag of our country, to be cherished by all our hearts, to be upheld by all our hands.

—Charles Sumner

This activity can be an adventure in friendship.

The "How-To" of MINERAL COLLECTING

Gerry and Will Shulman

Young members of Mineralogical Society of Pennsylvania. Picture was taken while they were collecting specimens at the 1953 annual meeting in Blueball, Lancaster County.

THE study and collecting of minerals is fascinating, educational and adventurous. The person of any age who is bitten by the mineral bug is destined to enjoy a lifetime of recreational pursuit. The fact that minerals are tangible, durable and easily acquired, makes them a wonderful introduction to nature and creates an appreciation of the out-of-doors.

Becoming acquainted with several select books and mineral magazines will teach a beginner discrimination and will give him a basic knowledge of how and what to collect. Visiting a local museum is a further aid in learning what to look for, and the use of geodetic survey maps will help t locate the areas in which minerals are found. Generally the best places to find specimens are in mines, quarries, roa cuts, excavations of any kind, outcrops of rocks, boulders and stones deposited on beaches. Permission should alway be obtained from the owners before collecting on privat property.

To be comfortable in the field one should wear sturd shoes, snag-resistant outer clothes, grinder's goggles to kee flying chips out of the eyes and a pair of horse-hide wor gloves.

A steel hammer of the mason or geologist type and sev eral sharp cold chisels will help to break specimens from th rocks. We find a three- or four-pound hammer and a one inch cold chisel an excellent combination. An eight- or ten pound sledge hammer, a crowbar, a magnifying glass, notebook and pencil and a small first aid kit are also useful

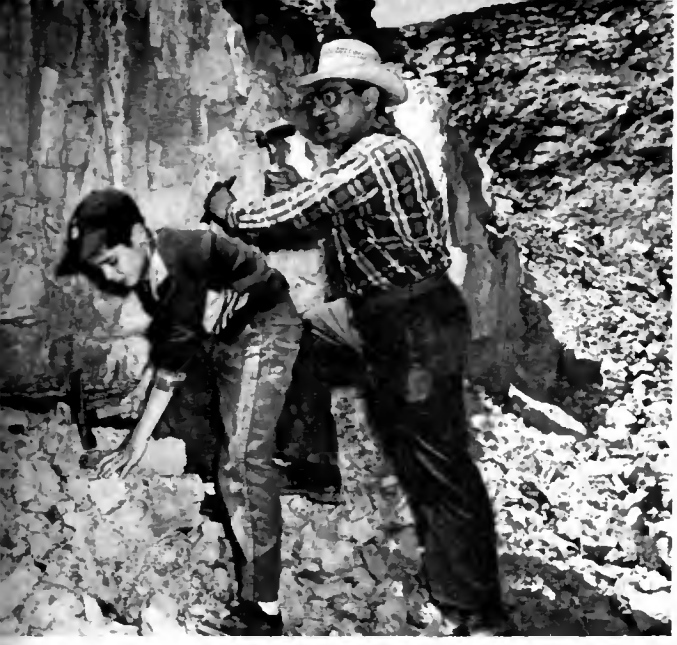
If possible, the first few collecting trips should be mad with an experienced collector or group of collectors. Area abounding in rocks are always potentially dangerous, s watch overhangs in quarries, look out for shafts in mine and don't climb difficult places. Remember that it is easie to get up than to get down. Safety always pays.

Before starting to chop, look around the area; there ma be many beautiful minerals lying in plain sight.

Specimens should be carefully wrapped in newspaper be fore being put in a sturdy knapsack. We learned this throug heartbreaking experience. On our first collecting trip w found some beautiful crystals and in our ignorance put then in the bag without wrapping them. Upon arriving home an opening our bag, we found, not the beauties we had collected but powder and fragments. They had rubbed each other t pieces.

After getting specimens home, dust and dirt should b removed by washing them in warm water to which a smal amount of household detergent has been added. If they ar

MR. AND MRS. SHULMAN *are members of the Newark Mineralogical Society and the Mineralogical Society of Pennsylvania.*



Author and mineralogist Will Shulman gives a few tips on finding specimens to a young protege at Bluehall meeting.

delicate crystals they should be just swished through the water. If they are hard, a discarded tooth brush can be used to clean them. Some specimens, such as salt, which are soluble in water may be washed in alcohol. Some may not be washed at all: these should be delicately dusted with a camel's-hair brush.

The clean specimens, ranging in size from a thumb nail to a fist, are now ready for further processing. A swatch of quick-drying refrigerator touch-up enamel should be placed in an inconspicuous spot on the specimen. An India-ink number should then be written on the dry background and a quick stroke of clear fingernail polish brushed on the dry number to preserve it indefinitely. We give each species a different number; thus in our collection, quartz is number one, calcite is number two, and so on, and each specimen is numbered in decimals of its given specie number, for example: 1.1, 1.2, 1.3.

A three- by five-inch catalogue card should be made out for each specimen. The upper left hand corner should have the specimen number, and the upper right hand corner the date acquired. Next should come the name and variety of the mineral and the size of the specimen. The line below this should tell how it was acquired: collected by, swapped with, gift of, or purchased. Any other information which the collector considers pertinent should also appear on the card.

To cross index this catalogue, a file of cards should be kept in alphabetical order giving the name of the mineral and its number.

The exact locality of the specimen is the most important single piece of information, as some specimens have been identified as long as a hundred years after they were found. A dense black mineral specimen whose locality was noted, but which had lain in a collector's drawer for many years awaiting identification, turned out to be pitchblende, the most important ore of uranium. This led to one of the most exciting mineral discoveries the world has ever known.

Minerals should be stored and exhibited in dust-proof drawers and well-lighted, glass-fronted cabinets. The surplus ones should be given away or swapped with other collectors, thus trading a rock for a friend.

As members of the Newark Mineralogical Society and the Mineralogical Society of Pennsylvania we have had an adventurous time. In our peregrinating vacations around the country, we have found the name "mineral collector" a key to hospitality. Fellow collectors open their homes, their refrigerators, their duplicate boxes of specimens and their hearts, going all out to entertain visiting members of this friendly fraternity.

A suggested list of books and magazines for the beginning mineral collector:

BOOKS

How To Collect Minerals, Peter Zodac, editor of *Rocks and Minerals* Magazine. $1.00.
Mineral Collectors Guide, David E. Jensen, Ward's Natural Science Establishment, $1.00.
Getting Acquainted with Minerals, Charles Letchworth English, $5.00.
A Field Guide to Rocks and Minerals, Frederick H. Pough, $3.75.
Rocks and Their Stories, Carroll Lane Fenton and Mildred Adams Fenton, $2.75.
A Textbook of Mineralogy, Fourth Edition, Edward Salisbury and William Ford, $7.00.

MAGAZINES

Rocks and Minerals, 157 Wells Street, Peekskill, N. Y., $3.00 per year.
Gems and Minerals, Palmdale, California, $3.00 per year.
The Lapidary Journal, Palm Desert, California, $2.00 per year.

PRE-SCHOOL CLASSES

A rhythm band was started in Norwalk Park, Norwalk, California, as part of the recreation program: a rhythm band which grew from twenty to over one hundred and fifty pre-school members, from one class to four large classes —and all within a year.

Up until four years ago, the sports program was almost the only phase of recreation developed at Norwalk Park. Then subdivisions were rapidly built—and more subdivisions. The character of the community changed tremendously; so the recreation program has been changed to meet the local needs.

The pre-school phase of the recreation program started with the rhythm band and then developed into general activity classes which meet once a week for an hour and a half. The mothers bring the children and stay for the entire period. Attention is focused on the children for the first forty-five minutes, which are spent indoors, and activities include rhythm band experience, learning songs, playing games, finger-painting, and clay modeling.

Then we all go outside to a play yard. While the children are playing, the mothers have a discussion group, guided by the recreation director, for thirty minutes. Some of the subjects covered have been: various phases of child development, reviews of books on child study and psychology, magazine articles pertaining to children, and so on.

Following this half-hour of play and discussion, the children are served refreshments, and then class is over.

These pre-school classes and mothers' groups have many wonderful possibilities for any recreation director who wishes to develop this area of recreation.*—ELIZABETH GROOT LEIGHTON, *district recreation director, Norwalk Park and Recreation District, California.*

* See also "Idea of the Month," May 1954, RECREATION.

AQUABALL...

After hit to left field, batter is in mid-air on her way to first; runner on second splashes his way to third; catcher is on home plate. "Dugout" in right foreground.

If you're looking for a water sport to put a little more life into your recreation program, and you have the body of water for it, you'll be interested in the new game introduced last summer at Split Rock Lodge on Lake Harmony in Pennsylvania's Pocono Mountains.

They call it "aquaball" . . . and as the name suggests . . . it combines the thrills and excitement of baseball with the cooling comfort of swimming.

The main difference between aquaball and its pattern, baseball, is that aquaball eliminates the shortstop. The reason is obvious. Inasmuch as the basemen all position themselves on the floating bases, the addition of a shortstop would put another float in the infield (and still another if the second baseman were then moved to the usual position between first and second). This would confuse the issue, as well as create an additional expense.

Originally, the game's inventors did away with the center fielder and positioned the left and right fielder's floats about half-way between the bases. But when enough games were played, it was found that this idea put considerable strain on the two outfielders, so the middle gardener was replaced.

There are several available options . . . and the game can be tailored nicely to fit whatever situation exists in the way of playing space. The possibilities of the sport are endless.

Split Rock stationed the floats out in deeper water and batted toward shore. This meant that the base swimmers would be diving into deep enough water to avoid hitting bottom. They had no roped-off area for outfield fences, and thus no automatic home runs. This, however, appears to be a possibility well worth consideration, which might even add additional flavor to the game. Of course, the ball would have to clear the area on the fly to be an automatic home run.

They found that base-floats from thirty to forty feet apart, with the left and right fielders between sixty and seventy feet from home plate and the center fielder about eighty to ninety feet away, proved quite satisfactory. Here again, you can decide what's best for your area.

Still another option is the special float for the catcher. If used, it should be lashed to the home plate float at right angles. If not used, the catcher can position himself behind the batter on the home plate float.

Three officials are recommended, but if only one is available, it is suggested he be stationed in a boat behind the pitcher. An alternative position is the pitcher's floating station.

An additional float of some kind near home plate for the members of the team at bat is also good. It saves considerable time, and much wear and tear on the batters.

The ball is made of rubber and is of the same size and outward appearance as a regulation softball. This type is available in most sporting goods stores. The bat is flat-sided—like a fraternity initiation paddle—with a flat hitting surface about twelve inches long and three and a half inches wide. The handle is rounded and large enough for a two-handed grip. These bats can be easily fashioned by cutting down a regulation cricket bat to the proper length. This length was found to be the best after actual trial, since the longer bat allowed the batsman to hit the ball too far.

To build their floats, Split Rock Lodge: (1) obtained the five- by ten-foot rafts from a war-surplus store; (2) equipped the rafts with wooden platforms for the players to stand on; (3) covered the rafts, using canvas on some and cocoa matting on others (cocoa matting was found to be preferable); and (4) painted the floats with marine water-resistant paints.

The floats are anchored by means of standard concrete blocks to which are attached buoys, six inches in diameter and two inches thick, to which the floats are hooked. This arrangement permits the floats to be easily detached from the anchors, thus making them readily available for general use by swimmers. The batter's and catcher's floats should have two anchors to keep them from rotating. All other floats can rotate.

The Rule Variations of Aquaball from Baseball

Aquaball is a variation of baseball played in water with floating bases and stations for all members of the defensive team.

There usually are eight players on each side, consisting of catcher, pitcher, first baseman, second baseman, third baseman, rightfielder, centerfielder, and leftfielder. It is recom-

Condensed from "Aquaball . . . A Recreation Innovation!" by Nelson Bryant, *Resort Management*, June 1953.

NELSON BRYANT *is editor of* Resort Management *magazine*

a recreation innovation

Nelson Bryant

mended that one to three umpires officiate and that if only one is available he be stationed behind the pitcher in a boat.

The common characteristics of baseball are applicable with respect to innings, strikes, balls, outs, runs, and so on, except as hereinafter especially provided. The game is limited to three innings unless extra innings are required to break a tie score.

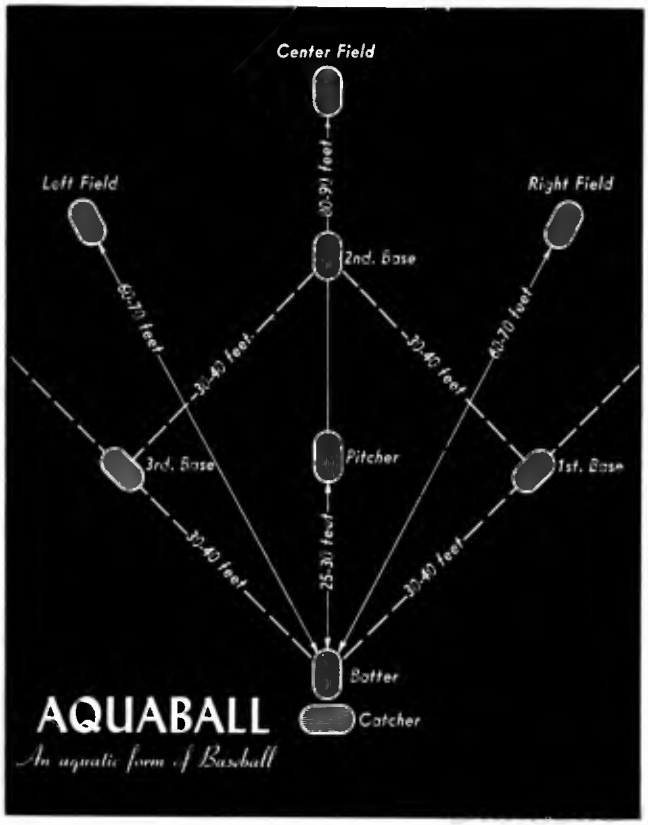
Official Equipment and Field Layout

Each player shall be provided with a floating station in accordance with the official diagram.

The bat shall be the officially recognized "aquaball" bat; the ball should be the officially recognized "aquaball" ball. No gloves are necessary in playing the game. It is permissible to use elementary swimming aids which contribute to the buoyancy of the players. Propulsive swimming aids attached to the feet, commonly called "frog pads," are permitted to be used by outfielders, but may not be used by other players except as mutually agreed between the teams.

Base Swimming

In swimming from one base to the next, it is necessary, during the last ten feet prior to reaching a base, that some portion of the swimmer's body be above the surface of the water. In swimming the bases, it is not necessary to mount each base. It is permissible to steal a base. In order to reach a base, it is necessary only that the swimmer touch the base above the surface of the water. Touching the base underwater is not considered reaching the base. The "base-runner" may advance only one base on a wild throw by a fielder or on a wild pitch.



Batter beats catcher's throw to first base by a stroke as next batter leaps to position.

Foul Ball

The batted fair ball must remain within the exterior base lines and their projections. A batted ball may strike any floating station except home station and still be considered a fair ball if it remains within the lines of play. Any batted ball which strikes the home station is a foul ball. Foul lines are indicated by buoys.

Pitching

The ball shall be pitched underhand as required in softball rules. The striking of a batter by a pitched ball does not entitle the batter to go to first base.

Interference and Fair Play

It is not permissible for players to deliberately and unnecessarily interfere with play of opposing players. A catcher who improperly affects the equilibrium of the home station to the disadvantage of the batter shall be penalized by the batter being advanced to first base. Any offensive player who unnecessarily unbalances a floating base and thereby affects the defensive play of any player shall be penalized by being ruled "out." Similar penalties shall be applicable to any unsportsmanlike interference with play, such as splashing water in the face of a player for the purpose of affecting his play. It is recognized, however, that in the normal course of play unavoidable instances may occur which may or may not affect the play of opposing players, and penalties are applicable only in those cases of unnecessary or deliberate interference, which is in the sole discretion of the umpire. No defensive player shall secure any unsportsmanlike advantage by unreasonably obstructing the view of the ball by hiding it behind a floating station, holding it under the water, or by any similar means.

Loop Tennis

Howard G. Danford

Loop tennis is one of the most popular games ever played on the playgrounds of America—and one of the least known. I have seen long lines of children file past supply rooms, when the playgrounds opened in the morning, to sign up for a chance to play the game sometime during the day. I have visited playgrounds on hot summer days when it seemed that all activities had been suspended temporarily—but the loop tennis set was never idle.

Loop tennis was originated by G. E. Macy, an engineer in the street traffic department of the city of Chicago. The first model, constructed by hand in 1928, was a table model of the old game of tether ball. The scoring system proved too complicated, however, and eventually the idea of placing goals on either side of the pole suggested itself.

A larger outdoor model was built for the Macy family's Fourth of July picnic; and fireworks were forgotten as the game completely captured their interest.

Loop tennis borrows its features from three other games: tennis, tether ball, and basketball. The equipment consists of a rubber ball attached by a cord to a swivel at the top of a two-section, tubular steel, nine-foot pole, two spring steel loops (six feet on either side of the center pole and four feet high), a double-diamond-shaped wooden frame which serves as a foul territory and as a support for the center pole and the end goals. Four paddles complete the equipment.

The object of the game is to hit the ball with a paddle into either goal. Singles or doubles may be played, with partners in doubles playing on the same side of the equipment. A point is scored by the team which last hits the ball before it enters the goal. Ten points constitute a game.

The game begins, as in tennis, with a serve. The player serving stands midway between the goals and must hit the ball in such manner that it touches neither the pole nor the goals until it passes over into the opponent's court. The opponent attempts to drive the ball into either goal; if he fails, the serving team receives a similar opportunity. Play continues after the serve until a point has been scored. When the total score of both teams is five, or a multiple thereof, the serve is transferred to the opposing side. The serve and positions rotate between members of a team as in tennis. Defensive play is featured chiefly by two techniques: (1) striking the cord to which the ball is attached; and (2) holding the paddle across and in front of a goal on the opponent's side of the equipment so as to make it extremely difficult to drive the ball into the goal.

When a player, in obstructing passage of the ball into a goal by means of his paddle, touches the goal of foul territory, a foul is declared and a free serve, somewhat similar to a free throw in basketball, is allowed.

The major emphasis in loop tennis, for beginners is upon hitting a ball; for advanced players, it is hitting combined with accuracy and clever defensive play.

The outstanding characteristics of loop tennis are:

1. Only natural movements are involved. Hitting something has been a natural act of man down through the centuries, repeated by so many thousands of generations mainly for survival reasons that today the mere act of hitting, dissociated from any survival purposes, gives deep satisfaction.

2. It appeals to all ages.

3. The skilled and the unskilled alike are fascinated by it.

4. Both organic and social values may be derived from it—sufficient exercise as well as opportunities for development of cooperation, fair play, obedience to rules, and honesty.

5. It is an excellent family game.

6. It can be played either indoors or out.

7. Only a small playing space is required, eighteen by twenty feet with an eighteen-foot ceiling. The average backyard has ample space for loop tennis.

8. It is safe. Children can hit a ball but do not have to run into the street to retrieve it.

9. Very little time (about five minutes) or effort is required to set up or take down the equipment.

10. It is relatively inexpensive, is not easily damaged, and will last for years. The only replacement items are balls; but these can be purchased in quantity for about thirty-five cents each. Our experience over a period of several years indicates that a playground using a set constantly will need two new balls each week.

Loop tennis is a fine game for family or playground use, either indoors or out.

Playground directors who are desirous of enriching their programs with a game that requires no promotion, attracts children and adults as a magnet attracts steel filings, and possesses values equal or superior to any sports activity they now direct, will welcome loop tennis into the family of recreation games.

Dr. Howard G. Danford *is director of physical education at The Florida State University, Tallahassee.*

Although baton twirling appeals especially to girls, small boys are sometimes willing to give it a try.

BATON TWIRLING

K. Mark Cowen

VARIETY of programs on the summer playgrounds of Elkhart, Indiana, is one of the local traditions. Because the community is surrounded by many lakes, with water activities near at hand, the department of parks and recreation must offer programs that appeal to the children to keep them attending the playgrounds. Acting on the premise that it is always a good idea to offer something new along with the old stand-by activities, we inaugurated baton twirling last year.

The idea was suggested to us by a local manufacturer who is a baton twirling enthusiast. We accepted his proposal with some misgivings, for at that time we weren't aware of the tremendous appeal of this activity, particularly among young girls. We have since learned that it is one of the most popular of all activities for girls of school age.

This wide appeal means that there is no apathy to overcome in order to get the program started. As we discovered to our surprise, in the beginning we had only to announce that the twirling classes would be given and the response took care of itself. These announcements were confined to one small story in the local newspaper, and bulletins posted in the parks where the classes were scheduled.

The value of such classes depends largely upon the skill of the teachers selected. If you wish to start such a program, the National Baton Twirling Association,* or the International Baton Twirling Foundation, both of which maintain very complete lists of baton twirling experts, will supply you with the names of the best local twirlers.

Since even nationally famous baton twirlers are seldom beyond high school age, they present no problem in the matter of pay. We paid ours a nominal hourly fee, but you may find that the best twirlers in your town are so enthusiastic they will be delighted to teach the youngsters without charge.

Your only other investment will be for batons. We found it best to have a supply of these for use by the children, at least at the beginning of the season. Later, many of them may buy their own. Even this is not a large expense; however, do not buy batons that are too cheap. The latter are usually not well-constructed or well-balanced, and not only bend easily when they are dropped by the beginners, but are actually much harder for them to twirl successfully.

Incidentally, these batons should be equipped with rubber ball and tip, not with metal. The ground outdoors is hard on the metal balls, and they in turn are hard on the floor, if the children twirl indoors.

In Elkhart, classes were held in each of the seven city parks in turn, one weekly two-hour session for each park. This rotating schedule made it unnecessary to buy a large number of batons, since they could be carried from park to park.

We learned, after some experience, that two-hour sessions were a little too long—not for the students, but for the teachers. More careful planning of the class work can correct this.

In our first summer, we found that it appealed particularly to girls from six to fourteen. Of these, the majority were probably under eleven years of age. Not one boy volunteered to join a class, but we found that a little coaxing at the park, especially during the classes, was enough to get at least the younger boys to try. Undoubtedly, carefully planned publicity at the beginning of the summer would succeed in getting more boys into twirling groups. Perhaps it would attract more into the program if special classes were held for them.

We were happy to find that interest among the children did not wane toward the end of each class, or toward the end of the summer. This may be partly explained by the spirit of competition among them. At the beginning, we announced that the best twirlers from each group would appear in the annual Elkhart water festival, sponsored by the park and recreation department. At the end of the summer, three of the best twirlers were selected from each of the seven parks, and the twenty-one children had two rehearsal periods in which to prepare a program. Each child chosen for the actual performance received a free baton, donated by the local manufacturer who had originally suggested the program.

Baton twirling combines physical activity with musical rhythm and includes the acquiring of the skills of showmanship. The youngsters had a glorious good time; and because it was one of the finest group ventures of the entire program, Elkhart plans for another this year.

MR. COWEN *is the superintendent of the Board of Parks and Recreation in Elkhart, Indiana.*

* Janesville, Wisconsin.

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DOGS HAVE THEIR DAY

F. Sylvin Fulwiler

In many cities, dogs are not allowed in city parks and playgrounds, and must be kept leashed and curbed. They can be a problem to families and neighbors, especially those with gardens. The Puyallup Recreation Commission met the problem head-on and gave a valuable service to dogs and their owners. Maybe your department could plan a similar service.

THERE IS an old well-known expression, "A man's best friend is his dog." Many recreation leaders have trouble with the neighborhood canines that are continually running loose on their outdoor play areas; however, very few recreation leaders have considered bringing both the dog and his master into their program. This is possible and, by offering dog obedience training as an activity, you can solve one of your headaches as a leader and at the same time enlarge your summer or year-round program. We have had a very pleasant experience with this activity in Puyallup, Washington.

Many complaints of dog disturbances in all sections of our city led to our local police spending a large number of their working hours in answering such complaints. Many of these complaints were activated, apparently, because of the owner's lack of knowledge as to what was expected of a dog and of his owner in an urban area. These situations, plus many others, brought a city dog ordinance to the agenda of the city council. As in all cities, the people owning dogs desired the best possible ordinance to control the dogs, yet not to have the restrictions so severe that a child could not have a pet.

The city council was desirous of achieving the full cooperation of the interested dog owners, breeders and trainers and turned to the director of recreation for help. With the cooperation of an active group of volunteers, we worked out a twelve-week summer program for dog training.

Our first step was to get the full cooperation of the city council, the city manager, the chief of police, local newspapers, radio stations, dog experts, and veterinarians. We also made contacts with many national dog food companies. Then we were ready to see what the reaction of the children would be to the obedience course. We wanted a pre-registration to gauge interest, and were able to get this through the cooperation of the school administration. We sent registration forms to each classroom in the schools, and received one hundred and ninety applications. This was indeed a worthwhile number of possible participants and, upon this expression of interest, we laid our plans for the actual mechanics of the activity.

The objective of our dog obedience training was to teach the children about the proper care and training of their dogs. We wanted the program to be a workshop where the dog and the master would work together and become better acquainted with dog etiquette. Therefore, we planned an introductory program consisting of people in our area who had show dogs and could demonstrate obedience training. We also showed two dogs with absolutely no training whatsoever so that the children could make a comparison.

At this meeting we introduced a song that was to become the theme song of the dog training course:

There was never a hole in the rug before,
Our drapes never looked this way,
There was never much wear
On the old leather chair
Till that dog came here to play.
Let the rain pour down,
Let the world be dark,
Let all friends turn away;
For the joy that we found
Will forever abound,
Since that dog came here to stay.[1]

To conclude the opening evening, we held our final registration. We used our regular registration cards, but asked further information such as: name, age, and kind of dog; previous training; and kind of shots the dog had received. Our final registration of eighty-nine was divided into groups of not more than fifteen. We had six groups, and each met once a week for twelve weeks.

MR. FULWILER *is the director of recreation, Puyallup Recreation Commission, Puyallup, Washington.*

[1] Words taken from a Kellogg Dog Food Company pamphlet. Reprinted by permission.

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The first two meetings were spent instructing the youngsters how to make rawhide leads to be used when the dogs were brought to class. The balance of the time was spent in getting the dogs acquainted with each other and teaching them the meaning of the word "sit." By the end of the fourth meeting there seemed to be a feeling of security. The dogs were beginning to accept the feel of being on choke-chains and leads, and the presence of the other dogs no longer caused unrest. From this point on, the voluntcer leaders stressed the training of the master and his pet in the fundamentals of commands for obedience—heel, sit, stay, sit stay, down, and recall—and the meetings were spent in developing skills in these. The masters would lead their dogs around the training area in single file and would carry out the command given by the instructor. Several of the dogs took pride in their actions and naturally that same feeling was carried over to the child owner.

We arranged for a panel of veterinarians to discuss such topics as dog foods, diseases and medicines. This was an open meeting for all who were interested. The panel members each discussed a phase of these subjects and then questions were asked from the floor. This part of the program proved most successful as several people other than those in the dog obedience classes attended. There were many questions asked of the panel and the group had an opportunity to receive a greater understanding of the value and the need of taking care of their pets.

The final meeting was planned as a demonstration of accomplishment, and registered American Kennel Club judges were present to see the dogs perform and to offer suggestions to each child.

With the training over, the time had come to show the results of the training to the fathers and mothers. To do this, a show was held in an out-of-doors area where the spectators were seated in the grandstand to prevent nervousness among the dogs. The children were divided into age groups: thirteen-and-over, ten-to-thirteen, and seven-to-ten. Three judges were invited to be the officials of the special event and to put each dog and his owner through the routine obedience commands. The children went through the routine in good style and there was a general feeling of amazement among the adults as they watched the so-called "mutts" behaving like aristocrats.

Several national dog food companies and local merchants made it possible for each child to have an award for his efforts. These awards were dog items such as food, collars, wipe-down-cloths, baths, and rubber balls. Five gold choke-chains and leads were presented—one to the winner in each age-group. A special award was added for one little girl who attended not only her own scheduled meetings but all other meetings as well. Another award was given to a boy and his dog for their appearance at all their scheduled classes. Because of their interest and ability to lead and work with dogs, both children became junior leaders.

After the summer program had ended, we were invited to participate on two TV programs. The children showed the TV audience what their dogs had learned and also answered many questions from the master of ceremonies regarding the training of their pets. The opportunity to be on TV was an experience which gave them a thrill just

as great as the results of their training program during the summer did.

The dog obedience training program has now interested adult dog owners and we have two groups a week putting their pets through a twelve-week course. We have asked Mrs. Harold McCormack, the woman who donated her time all this past summer to give the children the dog training, to be the instructor. The adults pay a small fee to cover her expenses.

It is not uncommon to ride around Puyallup and see a child putting his dog through obedience commands. The pets are receiving more attention than ever before and the dog complaints have dropped considerably as an outcome of this recreation activity.[2] We feel that the recreation commission and the volunteers have performed a useful service in helping to solve a problem and have at the same time given the case for dogs in Puyallup a much needed shot in the arm.

We've Been Walking Beside You

Poem for the children's dog training course

We've been walking beside you this whole summer through,
We've liked walking beside you, we're much happier too,
So please don't forget us, though school's on your mind,
Keep us walking beside you, *not* sneaking behind!

—Mrs. Harold McCormack.

[2] Dog complaints received during 1952 totaled 445; from January 1953 to December 1953 there were only 231, almost fifty per cent fewer.

Food For Thought

Although we have already mentioned the January 1954 issue of the *Architectural Record*, which is devoted to the planning and construction of social and recreation buildings, we specifically want to say, don't miss the article, "Try Imagination; Don't Forget Diversion," by John E. Burchard! Mr. Burchard is dean of humanities and social studies, Massachusetts Institute of Technology, and his approach to this subject offers freshness and many ideas to extend the horizons of the recreation leader's thinking. He says, for instance: "Great paintings could do no harm at Jones Beach and I mean great painting, not something dreamed up for the assumed taste of a beachcomber. The guy in the swim suit accumulating a burn may be already interested in painting, but if he isn't this is the place to catch him and not in the Metropolitan. By the same token it ought to be possible to have more fun in a museum, even to the extent of having a pleasurable lunch and some sense of intimacy with paintings which were never intended to be laid out in rows competing with each other all over the place."

We would like to quote from some of the other excellent articles, too. Look for good imaginative ideas for playground facilities!—Ed.

DETROIT'S YOUNGSTERS WIN PLAYGROUNDS

James McConkey

SIX years ago [1946], when Detroit stopped being an arsenal, its kids became an irresistibly powerful pressure group for more park space. Through their chosen emissaries, their elders, the youngsters stormed the City Hall, "made" or rejected politicians, and shook down the budget-makers.

Detroit took a look at itself and found that it was not all good. The city that had once been a park with houses in it had become an industrial jungle. The city's face was pocked by makeshift factories, and by sprawling, jerry-built housing. In congested areas, prospective park sites had been crowded out by trucking companies. Even at the city's fringe, machine shops were feeding on land suitable for playgrounds.

Two "Park" Problems

From a planning point of view there were two problems. The city was badly in need of playgrounds, but there was also need for an extensive beautification program. The once breathtakingly beautiful line of the Detroit River had become a smoggy shambles. Millions of dollars and many years would be required to relocate warehouses and factories and railroads, or to build a riverfront parkway that could even rival the beauty of the old Detroit.

It was the youngsters who won out in this decision after a kind of mutual-assistance pact with the parks and recreation commission. The kids needed playgrounds, the commission needed playgrounds; the commission — and other city departments as well—were willing to go slow on the prettying-up project.

"The choice was not too hard to make," recalls John J. Considine, general superintendent of the department. "We knew there would always be time for the long-range park program, but only immediate action could assure us of a well-planned system of play areas. The land we needed was rapidly being built up; every delay was costing us money. We had to have playgrounds before the kids grew chin whiskers."

The Fight for Play Space

During the land-acquisition program that followed, nobody had much time for self-congratulation. Fighting for play space was a tiring, nerve-wracking, day-by-day business. Somebody got hurt—or thought he got hurt—every time the city moved to condemn property.

Every pressure bloc had its war cry and its seemingly incontrovertible argument. And some of the arguments *were* incontrovertible. Undeniably there were a few prospective playground sites that were not suitably located; and the city planners consulted endlessly with community organizations as the program went forward.

Naturally, everyone loved children; everyone was against juvenile delinquency. But one of the remarks most often heard about the City Hall corridors was: "Sure, I'm in favor of playgrounds, but I don't want one right at my back door!!"

Plans and Model Play Areas Help

So a little propoganda was called for. Homeowners had to be assured that the new tot-lots and playgrounds and playfields would not become eyesores; that the city was not, in fact, buying up a well-planned system of dust bowls. To show what could and would be done, the department barraged Detroiters with information, sketches, and mock-ups. Model play areas of all types—fully equipped and neatly landscaped—were placed in operation. Specifically, the department wanted one large playfield and four smaller play areas for each square mile of Detroit.

At first, progress was measured in terms of vacant or built-up land acquired. Then, as the land was developed, there was the crack of bat on

MR. MCCONKEY *was formerly attached to the staff of the Department of Parks and Recreation in Detroit, Michigan.*

As soon as the playgrounds were provided, the children of Detroit swarmed over them and quickly put the swings, slides and all other equipment to good use.

Condensed from "Detroit's Youngsters Win Playground Space and Equipment," *The American City,* June 1952.

ball; there was a sudden squall of noises from a football field. There were childish voices gleaming like silver skates across a newly flodded rink. Here was progress that needed no advertising.

Goal Reached Sooner Than Originally Planned

Originally it was estimated that the land-acquisition program would take at least fourteen years. At a recent conference, however, department executives gathered about a playground map and discovered that, allowing for certain properties that could not be condemned for years to come, the goal had already been reached. Certain properties could not be taken because of the housing shortage. Relocation of families would be a lengthy procedure and one that was interrelated with the national defense program.

Statistically, the playground project has been sufficiently impressive. It raised Detroit, with respect to playground acreage, to the second-ranking city in the nation. At present, according to a departmental survey, only New York City, with 3,891 playground acres, tops the Detroit play area total of 1,019 acres. New York ranks fifth, however, on a per capita basis.

The high point of the acquisition program, of course, was reached in 1948 and 1949. Following the peak, expenditures were tailored to a gradually decelerating rate of condemnation. . . .

As the acquisition program slowed, the city stepped up appropriations for *development* of the new play areas. During the six-year period, expenditures for playground development totaled $2,843,000. Appropriations for development are expected to continue at a million-dollars-a-year clip.

WRAP YOUR WADING POOL IN CANVAS

Ben Campbell

● This is what we did in Bangor—and it worked. Of course, there is a story behind this stunt. And you know what is behind the story. Yes, budget!

You can't overlook the way we feel about pools, either. We go for them!

Canvas wading pool at the Fifth Street Playground in city of Bangor, Maine, demonstrates its popularity and utility.

And for you more southern ladies and gentlemen: even in Maine the sun comes down mighty hot in July. On these hot days the wading pool is the center of activities.

So we are wading-pool conscious, and the count is as follows: four playgrounds *with*, and four playgrounds *without* pools. Since all of the grounds are well-equipped otherwise, it is time we provided more pools.

Let's see what our engineer says: "A cement wading pool will cost you about $5,000." H'm-m. What does the finance committee say? "A new pool would be fine, but with two new schools a-building, no $5,000." H'm-m.

So, you can't have a cement pool. It costs too much. But you still want a pool. What is the answer?

Find a cheaper kind of a pool!

You mull the matter over. The wheels go round and round. You remember having seen a backyard pool, about six by four feet, made of canvas. How about one of playground size? Would it work? Let's find out. You figure out some tentative specifications. Then you go into a huddle with the canvas people across the river. It seems feasible! You go to your young engineer for help in drawing plans and specifications for a supporting frame for the canvas. This seems workable, too. The estimated cost? Eight hundred dollars. The city exchequer can stand that, so you go ahead.

And what comes out of the hopper? A pool thirty feet long by twenty feet wide and two feet deep, made of heavy (No. 6) waterproof and mildew-proof canvas, pre-shrunk, sewed and cemented with a two and one-half-inch opening in the bottom at one end for drainage. A twelve-thread hemp rope runs through the hem all around the top of the canvas. Grommets are spaced one foot apart all around.

The wooden frame is made up of five-inch matched spruce tied up with two-by-four spruce. Each side of the pool consists of three ten-foot sections; each end is made of four five-foot sections. The floor, to give support and keep the canvas off the ground, is made of ten-by five-foot sections. All sections are bolted together with one-half- by five-inch carriage bolts, for easy take-down. Lag screws, three-eighths by two and a half inches, are inserted around the top of the frame, one foot apart, the ends cut off. The grommets fit over these. A board strip, screwed on, completely covers the grommets and pins, so there is nothing for the kids to play with. A five-inch strip of wood runs around the top of the pool, flat, which covers and protects everything. This is painted bright red to contrast with the gray pool, as are the two sets of steps.

Water is fed to the pool, over the top, through galvanized pipe. There is a gate valve to control the outlet, with surface pipe running to a catch-basin. The pool is emptied each night, an operation that takes about one and a half hours. Each morning it is cleaned and refilled with chlorinated city water, and fresh water is kept running through it all day. Once set up, the canvas pool and wooden frame are one tightly-fitting unit.

At the end of last season, the canvas was cleaned and dried and put away. It was as good as new. There was no vandalism. And another pool, a duplicate of the first, is now being built.

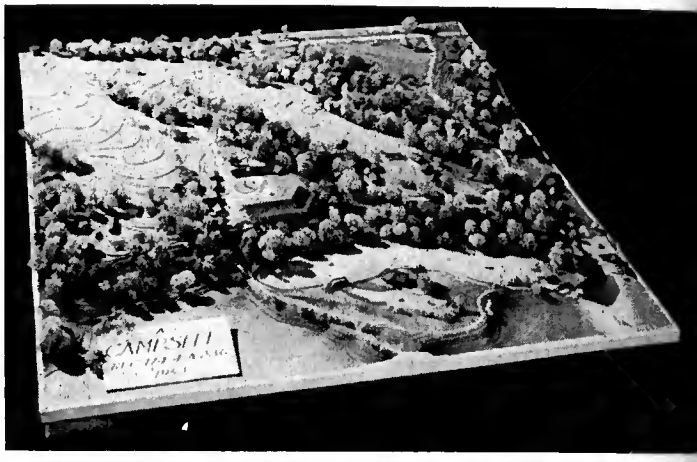
All of which brings us back to the beginning. If your budget is limited—WRAP YOUR POOL IN CANVAS!

BEN CAMPBELL *is the director of the recreation department in Bangor, Maine.*

Personnel

Camp Planning

M. R. Garret and W. M. Keith



Model of camp layout, joint project of camp counseling clas and landscape architectural class during 1953 spring semester

LEARNING has ever been the chief activity of man, and each succeeding generation sees the activity becoming larger and more important. There are, however, differences of opinion on how learning takes place, and on the best means of engineering it. In every field, experiments are constantly being conducted to improve teaching and learning methods. One such experiment, regarding camping and its related problems, was recently performed at the University of Illinois.

During the fall semester of 1951, over a score of students enrolled in a camp counseling course had never been camping, indeed, had never seen a camp of any kind. Since the textbook has always been the chief method of instruction in the schools of the United States, it has largely determined the content and the method of instruction.

However, this method could obviously not be the sole means in arriving at the solution to the problems of Recreation 174A (the camp counseling course) — problems such as familiarizing the students with camps and camping, problems of programing, administration, and personnel.

Through the processes of group interaction and "learning by doing" in the construction of the various camp models, several concomitant objectives were established:

1. Recognition of the importance of camp planning and the responsibility of camp leaders to develop their areas effectively.
2. Recognition of the various aspects of camping: camping standards; legal restrictions; the given topography; the developments necessary, such as roads, water supply, waste disposal, drainage, soil erosion, housing, wild life, safety, sanitation, health, the recreational area, and the program. Therefore, prior to model production, the above-related planning problems must be considered through research and the use of working drawings.
3. Synthesis of the final research notes, with a social environment to add content and color to the general processes of group interaction.
4. Another means of influencing and accentuating the great principle of "learning by doing."

To fulfill the necessary objectives on a professional level, guidance and consultation was given in the first year by the University Landscape Architectural Department; and then the camp counseling class and the landscape architectural class collaborated on developing the models during the fall and the spring semesters of the second year.

This collaboration in programing, planning, and designing of camps and camp facilities is the type of activity needed to insure comprehensive, workable results in our age of specialization.

The danger of such specialization is that a man may become narrow in his viewpoint and oblivious of what other specialists are doing and how their efforts affect what he is doing. The more specialized we become, the more dependent we become upon others for the complete solution of a given problem. This is why collaboration is necessary —and the problem of camp layout was based upon this theory in this school project.

The joint problem brought together the students majoring in recreation, and those whose chosen field was landscape architecture. A local site was selected in Kickapoo State Park, near Urbana Illinois, to be developed as a camp.

The landscape architectural students prepared an analysis of the site. With this analysis as a guide, the recreation students prepared an ideal program with activities which suggested certain facilities and layout arrangements. The landscape architectural students then prepared a site-development which took into consideration the modifications imposed by topography and vegetation.

The two groups then brought their ideas together and by a give-and-take compromise arrangement, evolved a final plan. A model was prepared under the direction of the landscape architectural students, but with the recreation students helping in its construction.

The result was a compromise of the ideal in camp programing, layout, and design, and the practical considerations of an actual site. The students learned the value of the contributions of each other's vocational disciplines, thereby broadening their own experience. The final plan, program, and design were well-integrated solutions to the over-all problems of a camp layout, of areas and facilities.

MR. GARRET *is assistant professor of physical education, and* MR. KEITH *is assistant professor of landscape architecture, University of Illinois.*

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How NOT to Build a Swimming Pool

The following "letter" appeared sometime ago in an issue of *The New Swimmin' Hole*, published by the Department of Public Health, State of Illinois, and has been resurrected here as an excellent summing up of important points on this subject.

Señor Elmer Jerque
Feelthy Lagoon
Upper Slobovia

DEAR JERQUE:

I got your letter asking my advice on how not to design the new pool you're planning. We have a number of horrible examples in this area, so I feel I can give you the latest dope. Here goes:

1. *Design your own pool!* By all means don't let a competent consulting engineer or architect have anything to do with the plans. They would probably want five to ten per cent of the total cost of the pool for surveying the pool site, developing modern plans, and inspecting the construction to make sure the pool lasts for twenty or thirty years, or longer. Who wants to swim in an *old* pool? Why not build a new one each year? A good consultant probably couldn't save you over fifty per cent on a pool job, anyway.

2. *Copy other pools!* First of all, pick the oldest pool in your vicinity. A pool good enough for your grandpa is OK for your grandchildren, isn't it? That way, all the defects that get pool sanitarians and swimming coaches (and, incidentally, the swimmers) so red in the face can be perpetuated. This will make more work for everyone and help relieve the unemployment problem.

3. *Shh! Don't tell the Health Department!* They would just want to poke their nose into *your* business and help you, for nothing too. Let the state pool inspector look at it when you've finished—surprise 'em! It's a free country, ain't it? Why should you take advantage of their years of experience on hundreds of pools? Especially when it doesn't cost you anything!

4. *Location.* It is of prime importance that the pool be located where plenty of surface water will get into it during a rainstorm. This will effect a slight saving in the cost of filling the pool, and is sure to keep everyone busy getting the mud out after the rain. To make the setting as natural as possible, have plenty of trees overhanging the pool—especially cottonwoods. The leaves, branches, and seeds on the water take away that artificial appearance! Additional "atmosphere" can be added by nearby railroads, dusty roads, and factories. If it is necessary to pump the pool dry instead of emptying it by gravity, that helps keep the power company solvent!

5. *Water Supply.* Sometimes it is almost impossible to locate the pool where it can be refilled with nice fresh muddy water during each rainstorm. This is especially true of indoor pools, although a number of such pools, located in dimly-lit basements *have* taken advantage of surcharging (backing-up) direct-sewer connections for an adequate liquid supply. The next best procedure is to pump from the nearest swamp or algal lagoon. The pool water is nice and hot, and the abundant growth of green algae will serve to hide any mud or bodies on the bottom of the pool. If all else fails, use the city water supply. Connect it directly to the pool or to the filtration pipe lines. Then, when the city pressure is low (or negative), you can supply the city with water! Right out of the pool! (NOTE: When the epidemic of intestinal disease breaks out among the citizens a short time later, it may be necessary for you to seek a new location. But that's OK—genius is never appreciated.)

6. *Pool Details.* Make the pool as large as possible. The bigger the better!! *Never* build a pool smaller than two hundred feet by five hundred feet. Most of the water should be from six to eighteen inches deep. That will allow people to wade quite a long distance in a straight line. Water under the diving boards should be exactly five feet nine and a half inches deep, so that a person can perform a dive and a hand-stand at the same time. This will attract lots of spectators, including doctors and lawyers.

7. *Overflow Trough.* This is simply a concoction someone figured out to drain off the scummy water on top of the pool. Think of the waste of water! *Do not fall for this gadget!*

8. *Diving Equipment.* Put in the highest and shakiest diving tower that you can afford. Place it about four feet from a side wall. Then the divers can see how close they can miss the wall. Thrills and excitement for everyone!

9. *Pool Walks.* If you have to put in walks, make sure they are as narrow as possible (two feet or less). Keep 'em swimming! If you put in wide walks and some low, wooden sunbathing racks, probably most of the folks would spend very little time in the water. How would they learn to swim that way?

10. *Walk Drainage.* Slope the walks to the pool, so that water splashed out won't get wasted. Better still, make the walks flat as possible. Dirty slippery puddles will soon develop, and you can make bets with the lifeguard that you

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can walk through the puddles without falling down. (CAUTION: Don't bet too much; you may lose. Maybe you had better bet the lifeguard *he* can't do it!)

11. *Sand Beach.* Haul plenty of sand from the nearest sand bank and dump it right next to the pool. Don't waste time washing it; it will get dirty right away, anyhow. Dump some of the same into the pool, too—save the swimmers the trouble!

12. *Bathhouse.* This is a luxury, and should be either entirely eliminated or made as small as possible. Let the people bathe at their cave, and change clothes behind a bush. The money saved in this way can go to make the pool larger. Many pools have made the mistake of providing toilets and warm-water showers. These dangerous contrivances have absolutely no function at *your* pool. If the citizens *demand* a bathhouse, make sure there are no floor drains, hose connections, lights or ventilation. That'll teach 'em a lesson!

13. *Water Treatment Equipment.* It is easily demonstrable that it is cheaper to buy good city water (with chlorine residual, even) to fill the pool several times in one season, than it is to provide recirculation-treatment equipment such as a pump, filters, and chemical feeders. Since the pool is to run for only one season, it is best just to forget this subject. As discussed under "Bathhouse" above, the money saved can be best applied to make the pool larger.

14. *Operation.* This information is primarily on how *not to design the pool.* However, in order to use my new flat rock stationery, here are just a few pointers on *how not to operate the pool:*

a) Don't let anyone take a shower in the bathhouse—wastes water. They're going swimming anyway. Let 'em bathe in the pool!

b) Never maintain strict rules over the swimmers—they may not come back again. They came to have fun—*let 'em have it!*

c) Don't put chlorine in the water. This might upset the biological balance! Conserve wild life—especially E. typhosa, N. catarrahlis, D. synedra, Chlamydomonas, and Streptococcus faecalis.

d) Keep the water as murky as possible. Hide that mud and those bodies!

e) Remove bodies from the pool about once a week. To do so oftener may result in poor publicity.

Well, I guess that's all for now. If you follow the above rules the undertaking should flourish—it sure does around here.

Your friend (?)

DREDGE FORUM

[NOTE: They found this on the bottom of a flat rock the other day while excavating for a new Class "AA" pool—Ed.]

Selling A Donor on the Idea of a Playground

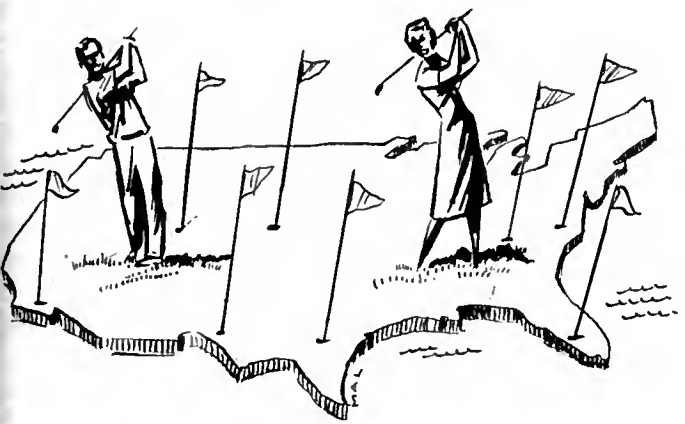
Unused area was donated for playground use.

● An ingenious plan for selling an industry on the idea of donating a playground to the community has been worked out by Wallace J. Kallaugher, recreation director at Jeannette, Pennsylvania, a town of 18,000 inhabitants. Several local industries owned plots of land which might be suitable for recreation. With the help of an architect, therefore, Mr. Kallaugher designed these areas on paper, as they might be utilized for playground purposes. Then, following a systematic approach to analyzing and evaluating this design, as to site, function, arrangement and problems, he sold his idea on paper. As a selling technique, this proved highly successful and resulted in his landing four large playgrounds from four industries within three months. Mr. Kallaugher, incidentally, has mimeographed his plan, including a step-by-step analysis of problems. If you write to him directly, he might be persuaded to let you have a copy.

A playground comes into being as the apparatus is set up.

A plot of the property before development of playground.

A New Idea for a Park or Playground Project



"Putting" Across the US

Horace W. Peaslee

A RECREATION project has been launched in the National Capital, as a memorial to planner Frederic A. Delano, which might be developed advantageously in any community. It is an outgrowth of something that Mr. Delano originally devised for the entertainment of his grandchildren and later projected for public use.

On his country place, "Algonac," at Newburgh on the Hudson, Mr. Delano shaped a large lawn corresponding to the outline of the United States. At the scale of one foot to twenty miles, the map was about one hundred and fifty feet from ocean to ocean. On this map, were shown the Great Lakes, the Mississippi River and the principal cities: and the locations of the latter were marked with putting-green cups. The children putted enthusiastically from city to city across the Great Plains, and from the Northwest to the Gulf, learning a game of skill and picking up geography enroute—which was the objective of the project.

Mr. Delano was so impressed with the results of his experiment that he became interested in an expansion of the idea for more studied development and wider application. He proposed that the size of the map be enlarged and "the lay of the land" indicated. After consultation with the Geological Survey, it was decided that a map at the scale of one foot to four miles—seven hundred and fifty feet from ocean to ocean—could find a place in almost any park system; that a layout of this size would permit the indication of mountains and river valleys; and that a park-playground setting would be ideal for maintenance and operation.

In effect, this would be a great outdoor relief map of the United States; not something to set apart for observation from the outside with trespassing forbidden, but a playground with every inducement for its use. The many miniature golf courses in successful operation are sufficient evidence of the game's appeal to young and old alike. It is needless to cite the advantages of qualifying in this ancient and honorable game, and these advantages would be greatly increased by the tie-in with the setting. The great majority of children who have not traveled outside of their own locality have no real conception of the length and breadth of the land; and, to many, a map is but a patchwork of vari-colored areas. With this combination of serious play in an educational and understandable setting, the country-wide course becomes an extension of the school system and, as such, of interest to educators as well as playground promoters.

The construction of such a project will intrigue the imagination of any designer—there is such a wide range of possibilities. A beginning may be made, as Mr. Delano made it, with merely a cut-out flat map; or it may be built up with exaggerated contours to indicate irregular terrain, and the various mountain ranges. At the scale mentioned, the highest peaks might be six or eight feet above "sea level." Of course the curvature of the earth would have to be ignored—if the balance of the players and waterfalls and flowing rivers is to be regarded. Miniature plant material and ground covers, and state lines are elements to be considered. Perhaps the simplest procedure to get the project underway would be for park and/or school authorities to organize a juvenile work project under the sponsorship of an adult group—to include a golf enthusiast and a landscape architect or engineer.

The Capital project is promoted by the Washington Committee of One Hundred of the American Planning and Civic Association, but there is no reason why any other community should not proceed independently. The parent committee will be glad to advise any other group interested in making a start.

HORACE W. PEASLEE, *architect, is chairman of the Washington Committee of One Hundred of the American Planning and Civic Association.*

Short Golf for Community Recreation Centers

Geoffrey S. Cornish

SHORT golf courses constructed on limited areas are proving amazingly popular with all age groups, golfers and non-golfers alike. With grass fairways, sand traps and regulation putting greens, these courses are becoming important recreational facilities in many communities, in parks, on industrial sites, at summer resorts and under private ownership. With interest growing yearly in this royal and ancient game, but with new subdivisions and other developments engulfing course after course, these shorter layouts deserve close attention in future planning of community recreation throughout the nation.

To illustrate acreages involved, the yardages of four short courses are listed below:

Little Saint Andrews — eighteen-hole floodlit course at Shrewsbury, Massachusetts, on three and one-half acres.

Hole #	*Yardage*	*Hole #*	*Yardage*
1	30	10	40
2	25	11	30
3	25	12	20
4	20	13	20
5	40	14	35
6	20	15	35
7	60	16	40
8	20	17	45
9	30	18	45
	270	In	310
		Out	270
		Total	580

The Midway — nine-hole floodlit course at Groton, Massachusetts, on two and one-half acres.

Hole #	*Yardage*
1	34
2	38
3	46
4	17
5	20
6	50
7	30
8	42
9	30
Total	307

Short Course — nine-hole course, for day-play only, in South Lee, Massachusetts, on thirteen acres.

Hole #	*Yardage*
I	70
2	160
3	140
4	80
5	100
6	180
7	35
8	125
9	110
Total	1000

Short Course—eighteen-hole, floodlit course now under construction on seven acres in East Paterson, New Jersey.

Hole #	*Yardage*	*Hole #*	*Yardage*
1	50	10	45
2	75	11	50
3	45	12	80
4	60	13	70
5	45	14	40
6	40	15	50
7	60	16	40
8	50	17	60
9	60	18	50
	485	In	485
		Out	485
		Total	970

It will be noted that the equipment required to play the three floodlighted courses consists of a number nine iron and a putter. The huge crowds playing these courses show that these short holes are not without interest. On the contrary each hole requires skillful chipping and putting to secure the par of three, and surprisingly few players achieve par for the entire course. Although no wood shots have been incorporated in these layouts, it is possible to include one or two on non-floodlighted short courses, when the additional acreage is available. It is doubtful, however, if the higher lighting costs would be justifiable on floodlighted courses.

Depending upon available acreage, it has been proven that iron courses of supreme interest can be designed with holes averaging anywhere from thirty yards to over one hundred yards. For example, Walter M. Keith, writing in *Golfdom* in July 1953, describes a short nine-hole course near the center of Taunton in England with holes varying from one hundred to one hundred and ninety yards. He

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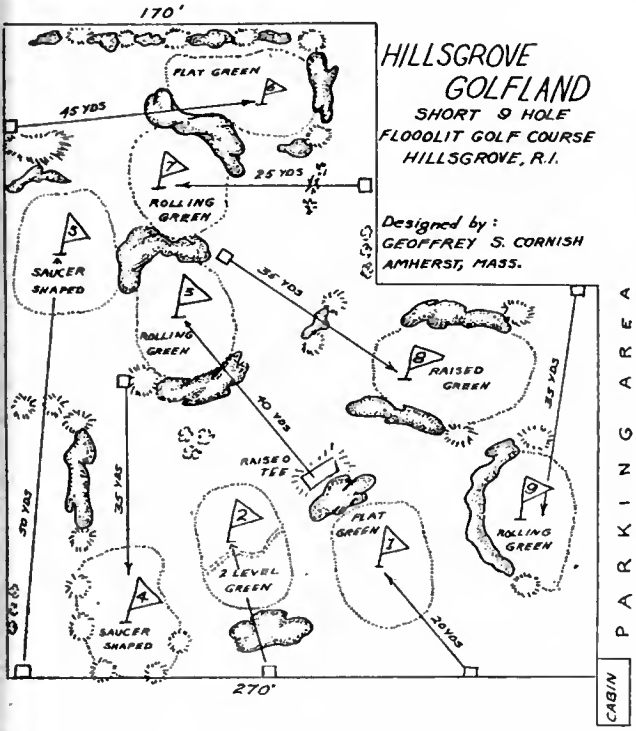
MR. CORNISH, *whose hobby of designing golf courses developed into his occupation in 1952, has recently designed a number of short golf courses on limited areas. He is the author of* Your Guide to a Greener Lawn *(Massachusetts Horticulture Society) and several recent articles in newspapers and trade magazines.*

states that even without wood shots many pleasant hours can be spent on the course, with the skill in iron play offered as a test. Likewise, "Tracydale," an eighteen-hole par fifty-four floodlighted short course in Erie, Pennsylvania, has holes from fifty to one hundred and ten yards. Herman E. Lee reports in *Golfdom*, September 1952, that of a quarter of a million people who have played "Tracydale" only two have shot as low as fifty.

A short course designed correctly will continue to attract the same players season after season. Varying lengths of holes within the circuit, orientation and utilization of different levels are all important in design. Interest can be further increased and greater skill called for by addition of hazards including shallow sand traps, ponds, low shrubs and gentle grassy humps and hollows. Because excellent putting conditions are as important in short golf as in the longer game, the greens should be comparatively large and well-maintained, and for further interest some should be raised above the general fairway level and others should be gently rolling, requiring greater putting skill.

Major items of cost in building a short course include greens and fairway construction, water system, fencing, cabin, parking lot, playing and maintenance equipment. Floodlighting, too, is a big cost item on courses open for night play. Experience has shown, however, that a return on this form of investment can soon be realized and a short golf course can be a money-maker to finance less lucrative features within a community recreation program. Maintenance costs are but a fraction of those on standard layouts.

Aerial photograph of two-and-a-half-acre, nine-hole golf course, designed by author Cornish, at Sea View Village.



It is of particular interest to observe how quickly beginners take to the game. Indeed, short courses can become the "sand lot" for golf because playing on a crowded full-length nine- or eighteen-hole course without previous instruction and no one to help can be embarrassing and bewildering to many people. On the other hand, shorter distances give the beginner confidence. He need not feel that he is holding up experienced players unduly, and with an instructor ranging the limited area to help those in difficulties, the beginner's interest in golf is soon aroused. Clubs and balls are provided at most short courses. This is another factor in the popularity of short golf with beginners.

With people of all ages and all degrees of golfing ability interested in short golf, we can expect the development of many of these attractive landscape features throughout the nation within the next few years. Probably every community has several excellent locations.

Boys' Clubs of America Junior Book Awards

The five winners of the 1954 Junior Book Awards announced by Boys' Clubs of America are: . . . *And Now Miguel* by Joseph Krumgold (Crowell); *Fast Iron* by Victor Mays (Houghton, Mifflin); *Fast Is Not a Ladybug* by Miriam Schlein (Scott); *The Golden Geography* by Elsa Jane Werner with pictures by Cornelius DeWitt (Simon & Schuster); and *Mr. Revere and I* by Robert Lawson (Little, Brown).

Runners-up are: *All Alone* by Claire Huchet Bishop (Viking); *Corporal Bess* by Walter D. Edmonds (Dodd, Mead); and *The School Train* by Helen Acker (Abelard).

Grosset & Dunlap, publishers, received a special award for their "Signature Books," a series of life stories of famous men and women for readers eight through twelve years' old. These books have continued to be unusually popular for the second year with boy readers in Boys' Clubs all over the country. The recommendations included all titles and boy readers ranged in age from seven to fourteen and fifteen.

Selection was made by an Adult Awards Committee which chose the winners from the eight books recommended for awards by members of Boys' Clubs throughout the United States.

BETTER SERVICE RECORDS

James S. Stevens, Sr.

THE PUBLICATION of a manual on the recording of services of public recreation departments is an event of interest to all who are concerned with public recreation services. Recreation agencies have always kept some form of attendance records at their centers and have used attendance figures to justify their requests for appropriations or contributed funds. Too often, however, recreation authorities have given little attention to the type of service records that are of the most value, the methods of keeping such records and the uses to which they may be put. The wide variation in the services rendered by recreation agencies and in the facilities they operate has tended to discourage any attempt to suggest a standardized record system.

As recreation areas, facilities and programs have expanded and as costs have risen, the need for accurate attendance data has become increasingly apparent. This was pointed out by George B. Caskey, secretary-superintendent of the Winnetka, Illinois, Park District in a paper on "The Use and Abuse of Records" as follows: "Probably the most important records of any agency, dealing with people as we do in the park and recreational field, are the attendance records. These records are to a park and recreation department what a sales record is to a business or corporation." The new manual, prepared by a national committee, proposes a method of record keeping that can be widely adopted and that affords some basis for comparison between recreation agencies.

The desirability of keeping uniform records of certain types of service rendered by public recreation departments was brought to the attention of the recreation field in 1949 by the Community Chests and Councils of America, Incorporated. For many years this organization had been collecting records of group work and related services rendered by local voluntary agencies, and reported on forms developed by its Social Statistics Project. At its suggestion a Committee on Statistics for Public Recreation was established, most of whose thirty-six members were appointed jointly by the American Recreation Society and the National Recreation Association. Because of my interest in the project and my conviction that it would serve a useful purpose, I agreed to accept the chairmanship of the committee, which included in its membership a number of outstanding recreation leaders.

The importance of keeping accurate service records and the values to be derived from the reporting of public recreation services were given early consideration. Among the aspects of the recreation department's work for which record keeping is essential, agreement was reached on the following:

1. *Planning:* The recreation department cannot plan its own services effectively or cooperate intelligently in planning with other community recreation agencies unless it has a good statistical report system. Effective coordinated planning requires a knowledge of the services provided and of the people served.

2. *Finance:* The public recreation department is accountable to the governing anthorities and the public for the authorized and sound expenditure of the funds allocated to its use. It can meet this responsibility only if it keeps both financial and service records based on a sound reporting system. Accurate reports afford most useful evidence in support of budget requests.

3. *Interpretation:* The recreation department must have a knowledge of the extent to which its areas, facilities and services are used by the public in order that it may interpret the value of its services and the public's response to them. Participation and attendance records properly interpreted have great publicity value.

4. *Administration:* Statistical record keeping is necessary for the proper administration of the public recreation department. It is also valuable as a tool in the supervision of professional staff and any analysis of program strengths and weaknesses.

5. *Standards:* Progress in the development of valid national standards for recreation programs and services can be achieved only if standardized reporting of local services affords the data necessary for the formulation of such standards.

The kinds of records that should be kept by most recreation departments and the forms that would facilitate the keeping of these records were studied thoroughly by the

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MR. JAMES S. STEVENS, SR., *served as chairman of the Committee on Statistics for Public Recreation which prepared the report on which this article is based.*

ommittee. After considerable discussion an experimental ionthly report form for a recreation department was deeloped and it was tried out in 1952 by a number of departients. Experience in the use of this report form indicated ie desirability of certain changes and largely determined ie items that were included in the monthly form adopted y the committee. This form is not intended to cover all ypes of service rendered by public recreation departments, ut it includes items considered to be of primary impornce and common to most departments. A set of instructions or use in recording the data called for by the form was also dopted by the committee. (The monthly form is reprouced herewith.)

Compilation of the department's monthly report based pon the monthly form necessarily involves the recording f attendance and related data at the various indoor and utdoor centers operated by the department. Therefore, the orms used at the various centers must include the items to e reported on the monthly form. The committee recogizes that each recreation department keeps some form of eekly or monthly report of attendance and service at each f its centers, but the nature of these forms varies widely rom city to city and many of them do not include items on he monthly form. As an aid to recreation authorities in abulating its records, the committee has drawn up suggested weekly and monthly forms for local use at playgrounds, recreation buildings and other centers. It hopes that recreation executives will review the forms in current use and, insofar as practicable, modify them or incorporate in them any additional items so that they will furnish the data needed on the monthly form.

In the preparation of these forms an attempt was made to minimize the amount of time and effort that workers at the various centers would need to spend in supplying the information. Suggestions are also made as to the procedure for recording the data. The committee realizes that no standardized form will fully satisfy the needs of every department and that local variations are often essential. In all probability, changes in the monthly form will prove desirable in the light of experience in its use.

The twenty-one page report of the Committee on Statistics for Public Recreation contains the monthly form with instructions for its use and the suggested supplementary forms and procedure. Entitled *Manual on Recording Services of Public Recreation Departments*, the report is available from the National Recreation Association at fifty cents per copy. I heartily recommend that all recreation executives study the report and adopt the form insofar as it is practicable for their use. Comments and suggestions as to desirable changes will be welcomed by the committee and the association.

PUBLIC RECREATION SERVICES
(Monthly Report)

Department or agency
City_____ Month_____ 19____

A—SCHEDULED PROGRAMS	Number of Sessions	Attendance: Total	Participants	Spectators
1. Regularly scheduled activities				
a. Arts and crafts				
b. Drama				
c. Games, athletics and sports				
d. Informal education				
e. Music				
f. Nature and outing				
g. Quiet games				
h. Social activities and dancing				
i. Hobbies *(not previously reported)*				
j. Others: *(specify)*				
k. Total				
2. Special events *(not scheduled at least monthly)*				
a. Indoor				
b. Outdoor				
c. Total				

B—TOTAL USE OF AREAS AND FACILITIES, WHEN SUPERVISED (irrespective all other reports)	Attendance: Total	Participants	Spectators & Visitors
3. Outdoor facilities			
a. Boating areas			
b. Camps			
c. Games and sports areas *(exclude playgrounds)*			
d. Golf courses			
e. Picnic areas			
f. Playgrounds*			
g. Swimming areas			
h. Theatres and band shells			
i. Winter sports areas			
j. Other *(specify)*			
k. Total			
4. Indoor facilities			
a. Recreation buildings			
b. School buildings			
c. Other *(specify)*			
d. Total			

**Please indicate basis for calculating playground attendance if N R A formula is not used.*

(OVER)

C.C.C. Inc.
Social Statistics Project
Form GR. 1953

	Number	Sessions	Attendance
5. Outside groups using department's facilities (all uses whether reported under 3 or 4 or not)			

C—REGISTRATION* *(cumulative, non-duplicating record)*	Number of Registrants: At end of previous month	Added or new this month	Total at end of month
6. Male			
a. under 18 years			
b. 18 years and over			
7. Female			
a. under 18 years			
b. 18 years and over			

D—ENROLLMENTS IN GROUPS OR FOR SPECIAL ACTIVITIES	Number of enrollments
8. a. Arts and crafts	
b. Drama	
c. Games, athletics and sports	
d. Informal education	
e. Music	
f. Nature and outing	
g. Quiet games	
h. Social activities and dancing	
i. Hobbies *(not previously reported)*	
j. Others: *(specify)*	
k. Total	

**If not for calendar year indicate on December report the beginning registration date. Do not fill in unless a central roster or registration system is maintained.*

Date_____ Reported and approved by_____

PERSONNEL

IN-SERVICE TRAINING FOR THE ONE-MAN DEPARTMENT

James H. Grooms

First let's get together on what we mean by "in-service training" and then on what is meant by "the one-man department."

"In-service training" is defined as those planned activities and experiences which enable and equip the employee to do a more effective job through acquiring knowledge, understanding, skills, and attitudes. In-service training supplements and adapts the pre-service training of the *individual* to the job and to the organization of which *he* is a member." *

Every department is more or less a one-man department. The fundamentals of any department of recreation, if it is basically sound, are the same, with healthy and understandable definitions of recreation, parks, objectives, purposes and functions. It has taken a long time; and much more can and will be done on the common cooperative understandings of our profession. Too often one thinks of the one-man department as being in charge of an inexperienced, low-salaried individual who has been either fortunate or unfortunate in obtaining the job of starting a recreation program in a very small community. From the other viewpoint, the so-called one-man departments feel that they are, themselves, so small, so unimportant to the profession that many times they are hesitant in bringing their problems to the attention of the "big wigs." Nothing could be further from the truth than this attitude. One of the important reasons why our profession has not been up-graded more might be our inability or unwillingness to place ourselves in the other fellows' shoes, or our selfishness, if you please, in not sharing with others our experiences, our materials, our methods, our plans, our activities. Do we not have a responsibility to all who are engaged in our profession?

Looking back over the years, I can well remember visiting more experienced members of our profession, eager and willing to learn, anxious and puzzled almost to the point of frustration over a local problem. Upon entering their offices, I was pleased to see charts, graphs, reports, mimeographed material, budget material, and seemingly a thousand ways and means of doing things. In many cases, *what did I receive?* What in-service training did I get from these workers in my own profession? You've guessed it! Either because of fear, insecurity, politics, bluffing, and/or lack of education, I received mere crumbs of recreation information. For these, however, I was very grateful. I feel that in our field many have had the same experience and, as a result of this, have made and kept a promise of having an "open-door policy" toward all those in our profession who come to them for in-service training. If we will not help others, then how can we expect others to help us? With in-service training—yes! And why not start this training ourselves—on the one-man job?

There are various problems that come to mind when one faces this in a one-man department. The foremost, in my own case, is leadership, i.e., gathering about me individuals who are talented in the different activities that make up the community program. The director of a one-man department has to spend the bulk of his time soliciting volunteer or part-time leadership and can spend very little time conducting activities himself. This fact must be faced by the director at the beginning, for sooner or later it will have to be faced when his ability and strength have been taxed to their utmost. If a community demands that activities be conducted by one man, the fundamental setup is headed for failure. So, come to an understanding locally, interpret your needs to the people with whom you work—start right.

Where can your leadership come from? Look around you. Who, for instance, might be better equipped to lead a discussion on safety or health than some one of your health authorities, nurses, doctors, or members of the fire or police department? How about the lady who for years has been admired because of her beautiful crocheting, knitting, rug hooking, braiding and quilting? How about Joe Brown who makes things out of wood as a hobby and has equipped a shop in his cellar? Does your police station have a pistol range? We use ours for boys' and girls' riflery classes. The hobby-shop man who sells model airplanes sometimes makes a good hobby director. How about "Dad," who used to play pretty good ball for the county team years ago? From the public school can come a wealth of leadership if the subject is properly approached. Some of the above are not and never will be leaders; but by use of good common sense, the "wheat can be separated from the chaff."

Fortunate, indeed, is the director who throughout his career has been a searcher, an experimenter, who has utilized good recreation. Here in Wellesley we have a collection of mimeographed helps and hints which we have gathered over a period of years, from our own thoughts and from all parts of the country. This is really what we call our "Recreation Bible." We add and subtract as new approaches and conclusions are made and activities are born. Are you in touch with sources of information as to what is being done in other

* *In-service Training for Parks and Recreation—Objectives and Resources*, prepared jointly by the National Recreation Association and the American Institute of Park Executives.

MR. GROOMS *is the superintendent of the Parks and Recreation Commission in Wellesley, Massachusetts.*

communities concerning recreation? Have you subscribed to RECREATION? If not, how can you afford not to? Many of the ideas contained in our bible come not only from such periodicals but from the trainees themselves, our leaders. Many have come from the experiences of the girls and boys or others participating in the programs. This bible is compiled and given out to each person taking our in-service training. Our part-time personnel consists of both volunteer and paid workers.

Our first in-service training period comes the week preceding the opening of our summer playgrounds. Every worker—volunteer or paid, supervisor, playground director, assistant, and so on—is required to take one week's training, or approximately thirty hours, without monetary reward, as a prerequisite for staff placement. This in itself calls for careful planning so that, regardless of the experience of the leader, it will further his education in the recreation field and what that implies. The training is composed of both indoor and outdoor work, organization, administration, orientation and policy. Nevertheless, its most important part is what we call a program workshop. In other words, it includes not only talking about it but actually doing the activity, as well as learning how to create an interest in it. Leadership (influencership) and program are stressed throughout the training period, for without these we would be lost. Weekly in-service training periods stress up-to-the-minute problems throughout the summer, fall, winter and spring programs.

When one has a full pocket from which to draw funds, it is often a very simple matter to obtain the leaders one desires and needs for community recreation. On the other hand, one-man departments usually have very lean pockets, if any pockets at all, or they wouldn't be one-man departments. But look around you—we have found, and you will find, some departments with plenty to spend whose programs have failed, primarily because the needs of the community and the participants were forgotten. Monies are important, but wise direction and leadership are more important.

Full value will be obtained only when you have applied what is good based on the needs, desires and resources in your own community. The following helps and hints in review may make this road a little easier.

1. Get together with other community leaders and develop some organization.

2. Find out what your community needs and what its economic and legal ability is to meet those needs.

3. Prepare to dramatize the benefits of good recreation.

4. Interpret the findings and recommendations to the whole community.

5. Write to the National Recreation Association. Explain your needs and ask for assistance.

6. Write to federal and state departments that are interested in recreation.

7. Invite recreation leaders from neighboring communities to come, to discuss and participate in the program.

8. Be a constant collector of printed materials on the subject. Study these with an eye to your own situation.

9. Enlist people who will give you sound advice, true facts, and legal methods. They must be enthusiastic, never-say-die workers who are willing and able to do a good job of publicity.

10. Orient all concerned with facts about (*a*) organization and background of the department, (*b*) facilities, and (*c*) activities.

11. Take and show movies (in color) and/or 35mm slides to any and all groups at every opportunity. Let them see what is happening.

12. Set an example. Be a living dynamo, a real spark plug for the recreation machine.

However, let me leave this thought with you. If you are spending more than approximately forty hours per week on your job, shouldn't you examine it carefully to find out why?

RECENT APPOINTMENTS

Elmer A. Anderson, recreation specialist, Washington State Parks and Recreation Commission; *Clare J. Clapsaddle, Jr.*, assistant director of recreation and adult education, Whitefish Bay Schools, Milwaukee, Wis.; *Sanford E. Gregg*, assistant superintendent of recreation, Rutland, Vt.; *Bill Luther*, city athletic director, Danville, Va.

Bill Mann, superintendent of recreation, Milledgeville, Ga.; *Roy W. Mann*, superintendent of recreation, Cuyahoga Falls, Ohio; *Edward W. Martin, Jr.*, superintendent of recreation, Borger, Tex.; *Alvin Mason*, assistant superintendent of recreation, Concord, N. H.; *Girdler M. Matlack*, recreation director, A.R.O., Inc., Tullahoma, Tenn.

Claude E. Parr, Jr., director of parks and recreation, Orange, Tex.; *Albert Phillips*, superintendent of recreation, Neosho, Mo.; *Vernel Smith*, recreation director in Recreation Department, Oakland, Calif.; *Harry G. Stoll*, director, Youth Center, Phillipsburg, N. J.; *Ann Truman*, recreation worker, Department of Recreation, Green Bay, Wisconsin.

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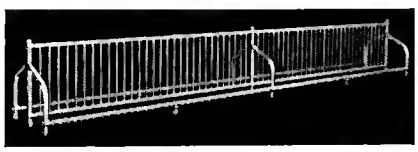

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A Reporter's Notebook

Hats Off Department

♦ *James E. Rogers*, NRA's widely-known former staff member, returned to New York City in April to visit his many friends and to receive numerous honors: the honor citation from the U.S. Volleyball Association [see page 354]; the famous Anderson Award for 1954 in recognition of his long years of service, presented at the general session of the national conference of the American Association for Health, Physical Education and Recreation: the Creative Award for 1954, presented at the annual banquet of the American Academy of Physical Education; and a certificate-scroll in recognition of his work as a pioneer in the profession, presented by the Society of State Directors of Health, Physical Education and Recreation.

♦ *Dr. Sherwood Gates*, chief of the Office of Community Services of the U.S. Air Force, received the Meritorious Achievement Award—the second highest civilian award granted by the Air Force—at a recent ceremony in the office of Major General John H. McCormick, director of military personnel, Department of the Air Force.

♦ *Shreveport, Louisiana*, is building a $100,000 fieldhouse at Princess Park, which will also be the headquarters for the recreation department. Superintendent C. Stallcup states it will house three basketball courts, locker rooms with showers, offices and meeting rooms.

♦ *In Cincinnati, Ohio*, two new community buildings have been built on playgrounds adjacent to pools, the Corryville building at a cost of $85,078 and the Mount Washington Playground Building at $77,965.

♦ *Fourteen California towns* established recreation service during the year ending June 30, 1953. The towns are Azusa, Chino, Gilroy, Lindsay, Madera, Monterey Park, Orange, Glendora, Arden-Carmichael, Decoto, Montebello, Rodeo, and the southwest district of Norwalk and Lakewood.

♦ According to the *Michigan Municipal Review*, March, 1954, construction of twenty-five new outdoor swimming pools, each within walking distance of every home in the neighborhood, will be Dearborn's number one recreation project for 1954.

♦ All of the various-sized picnic tables in *South Gate Park, South Gate, California*, are now being painted bright colors. Garbage and refuse cans are also being painted. It is anticipated that, as the various buildings need to be repainted, they will also be decked out in bright greens, reds, yellows and browns. South Gate Park is a unique and beautiful small-town park.

♦ *Akron, Ohio*, again has a municipal recreation program! The city council, on April 1, passed a budget which included $75,000 for the operation of a municipal recreation department.

In December, 1952, the municipal recreation department was disbanded and the promotion of recreational activities became a part of the responsibilities of the superintendent of park properties. During the summer of 1952 six playgrounds were operated with trained leadership paid for by neighborhood groups interested in providing recreational opportunities for their community. During the winter months, three teen-age centers were also in operation under trained leadership, again financed by neighborhood groups.

Walter Lipps, for ten years the director of men's and boys' activities in the recreation department and last year the superintendent of park properties, has been appointed as superintendent of recreation for the newly created department.

Many organizations expressed an interest in recreation and have worked actively to encourage the return of the municipal program. The group spearheading this movement was the Recreation Committee of the Group Work and Recreation Division of the United Community Council. Under the leadership of the chairman, William Palmer, this committee, which consisted of representatives of the various civic organizations, urged the city administration to make recreation a part of the regular budget of the city. The committee will continue to function as a citizen's advisory group.

Good Ideas

♦ Members of the Golden-Age Club in Revere, Massachusetts, receive a membership card. By showing it, they can get into two local theatres, the old-timers' night or the dance hall, the drive-in theatre, the weekly wrestling show, the weekly boxing bouts, the golf driving range—and the local bus—for half price!

♦ The greens fees on four days a week at the golf course under the supervision of the *Union County (New Jersey) Park Commission* have been reduced to seventy-five cents for persons sixty-five and older, effective May 1—the only restrictions being that play be confined to Mondays, Tuesdays, Thursdays and Fridays and that these older citizens tee off in the mornings before eleven-thirty.

♦ The stories of volunteer assistance, coming from Millinocket, Maine, are fabulous. The most recent is the construction of their future swimming pool. The Great Northern Paper Company has drawn the plans and will furnish all material. The cost to the company will be $15,000 for the 120 x 85 concrete pool. The chlorination and filtration plant will be donated by an individual. The community has a promise of one thousand man-hours of volunteer labor to help in its construction.

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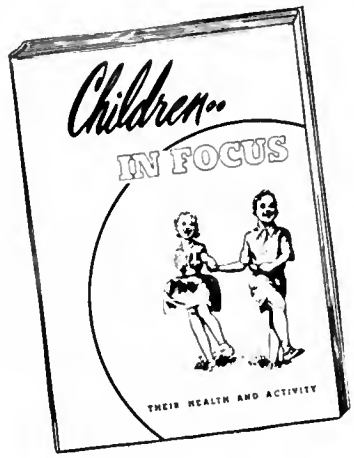

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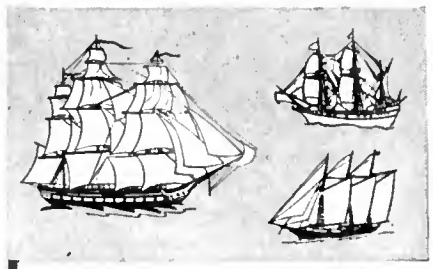

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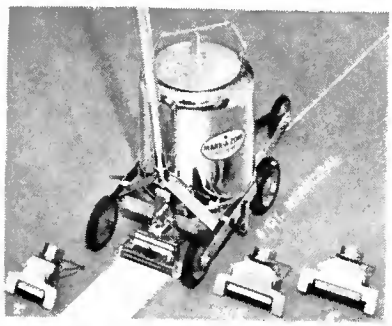
MARKET NEWS

Line Marker



MARK-A-ZONE line marker simplifies the laying out and striping of game courts and other areas. This marker has five wheels for easier guiding on either straight lines or curves. It is available in four-and-a-half- or six-quart capacity and spreads a line of paint two inches or wider. Manufactured by S. B. Beugler, 3665 Tracy Street, Los Angeles 39.

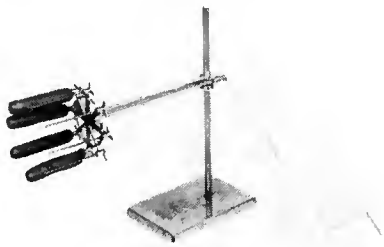
Home Movie Title Kit

The Preview Title Lettering Kit makes it easy to have attractive titles in color or black and white for home movies and slides. The kit includes an easel, on which titles are mounted, and more than four hundred re-usable plastic letters and numbers which adhere to any smooth, glossy surface without the use of adhesives. Photo Materials Company, 334 North Bell Avenue, Chicago.

Model Home Kit

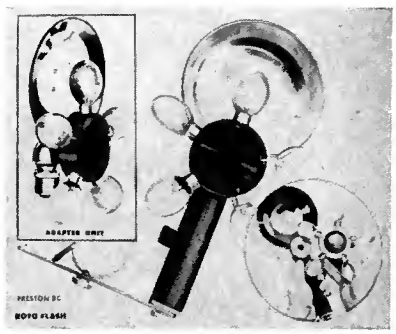
A new model-home construction kit makes it easy for anyone to build an actual replica, on a scale of one quarter-inch to a foot, of any home and surrounding landscaping from architect or stock plans. The kit includes scale furniture plans as well as building and landscaping materials. Cleveland Crafts Company, 4705 Euclid Avenue, Cleveland 3.

Barbecue Spit



Roto Spit, a new product designed for multi-purpose indoor or outdoor barbecuing, holds eight frankfurters, or a small roast or chicken, or a like quantity of any other barbecue foods. It has a unique releasable mechanism for use with frankfurters, and so on, which turns each skewer separately as the whole unit revolves over the fire. The spit is available with a motor for automatic operation or without the motor for hand operation. Wade Manufacturing Corporation, 3011 Newport Boulevard, Newport Beach, California.

Photo Flash Gun



Photography enthusiasts will likely welcome the Preston BC Roto Flash, a new flash gun which holds five bulbs in a revolving, interchangeable magazine, and makes possible the shooting of five pictures without reloading. It fits all cameras with pre-synchronized shutters and has an adjustable reflector for different-size bulbs. An Adaptor Unit with a special reduction sleeve to fit either screw-type or bayonet-type vertical socket flash guns is also available. Incontra, Dept. DN, 1220 South Maple Avenue, Los Angeles 5.

Sports Equipment Catalogs

• Voit 1954 catalog of rubber and rubber-covered athletic equipment is a thirty-two-page booklet which illustrates and describes approximately one hundred items. Available free: Advertising Department, W. J. Voit Rubber Corporation, 1600 East 25th Street, Los Angeles.

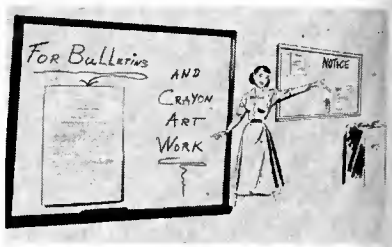
• Two Hillerich and Bradsby 1954 full-color catalogs describe in detail each item in the Louisville Slugger Bat and the Louisville Grand Slam (golf club) lines. Free from Dept. R, Hillerich and Bradsby Company, Louisville, Kentucky.

• Rawlings Advance Football and Basketball Catalog for 1954-1955 includes their new lines of football shoes, helmets, and shoulder pads. Available free from Rawlings dealers or Sales Promotion Department, Rawlings Sporting Goods Company, 2307 Lucas Avenue, St. Louis 3, Missouri.

Tackle Kit

The new Sportsmaster Tackle Kit is a compact and convenient miniature tackle box which attaches to the fisherman's belt. Fly and spin fishermen should be interested in this handsome sturdy case which can be opened and closed with one hand. Ehrler Products, Inc., 332 East Valencia, Burbank, California.

Crayon Bulletin Board



A new low-cost crayon bulletin board of unlimited usage has been announced by Ken-Ross Products Company. The surface of this green-tinted sight-ease board, which measures eighteen by twenty-four inches, is specially prepared for writing with colored wax or grease drawing or marking crayons which can be easily erased; bulletins, and so on, can be attached with thumbtacks, staples, or pressure sensitive tape. Manufacturer's address is Fidelity Building, Cleveland, Ohio.

RECREATION LEADERSHIP TRAINING OPPORTUNITIES

Date	*Location*	*For Further Information*
June 7—August 28	Penland School of Handicrafts, Penland, North Carolina	Miss Lucy C. Morgan, Director, Penland School of Handicrafts, Penland, North Carolina
July 3—September 2	Perry-Mansfield Camp and School of the Theatre and Dance, Steamboat Springs, Colorado	Miss Portia Mansfield, 15 West 67th Street, New York, New York. After June 1st: Steamboat Springs, Colorado
July 5—17 July 18—August 1 August 1—14	Huckleberry Mountain Workshop Camp, Hendersonville, North Carolina	Miss Evelyn G. Haynes, Director, Huckleberry Mountain Workshop Camp, Inc., Hendersonville, North Carolina
July 25—31 August 1—8	Folk Dance Camp, College of the Pacific, Stockton, California	Mr. Lawtnn D. Harris, California Folk Dance Camp, College of the Pacific, Stockton, California
July 31—August 7	Green Lake Recreation Leaders' Laboratory, American Baptist Assembly Grounds, Green Lake, Wisconsin	Mr. Eber Bowles, P.O. Box 1056, Huntington 13, Wisconsin
August 8—18	Wisconsin Recreation Leaders' Laboratory, Chippewa Falls, Wisconsin	Mr. Bruce L. Carter, Room 314, Agriculture Hall, College of Agriculture, University of Wisconsin, Madison, Wisconsin
August 13—28	Workshop in Maintenance of Park and Recreation Facilities, Bradford Woods Camping, Outdoor Education and Recreation Area, Indiana	Dr. Garrett G. Eppley, Department of Recreation, Indiana University, Bloomington, Indiana
August 14—21	Religious Drama Workshop, Green Lake, Wisconsin	Miss Helen Spaulding, National Council of Churches, 79 East Adams, Chicago, Illinois
August 15—27	The Third Western Training Laboratory in Group Development, Idyllwild, California	Laboratory Administrator, Department of Conferences and Special Activities, University Extension, University of California, Los Angeles 24, California
August 16—29	Eastern Cooperative Recreation School, State Teachers College, East Stroudsburg, Pennsylvania	Mr. Irving Elson, 1569 Ocean Avenue, Brooklyn 30, New York
August 19—24	Leadership Conference on Christian Recreation, Ridgecrest Baptist Assembly, Ridgecrest, North Carolina	Mr. Willard K. Weeks, Ridgecrest Baptist Assembly, Ridgecrest, North Carolina
August 29—September 4	Third Annual Down East Recreation Laboratory, Stockton Springs, Maine	Mrs. Fred B. Crawford, Gentle Memorial Building, Main Street, Houlton, Maine
September 3—6	New England Recreation Leaders' Laboratory, Sharon, Vermont	Mr. Lawrence V. Loy, University of Massachusetts, Amherst, Massachusetts
September 9—19	Eastern Cooperative Recreation School, Hudson Guild Farm, Netcong, New Jersey	Mr. Woodie Corfman, Young Cooperator Service, Dairymen's League, 100 Park Avenue, New York 17, New York
September 19—25	Great Lakes Recreation Leaders' Laboratory, Twin Lakes 4-H Club Camp, Traverse City, Michigan	Mr. Arden M. Peterson, 4H Club Department, Michigan State College, East Lansing, Michigan

All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the dates indicated: January, February and March programs will be listed in *December*—information should reach us by October 15. April, May and June will be listed in *March*—deadline for information is January 15. July, August and September will be listed in *June*—deadline for information is April 15. October, November and December will be listed in *September*—deadline for information is July 15.

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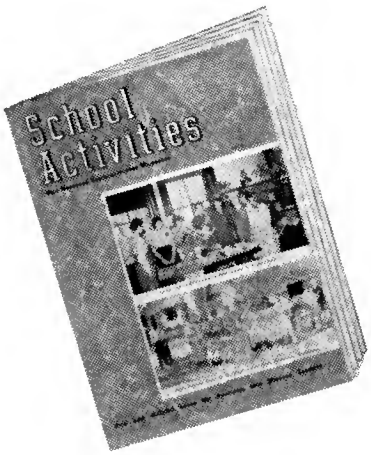

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Books Received

ARCHERY HANDBOOK, Edmund H. Burke. Arco Publishing Company, 480 Lexington Avenue, New York 17. Pp. 142. $2.00.

BADMINTON, Noel Radford. Pitman Publishing Corporation, 2 West 45th Street, New York 36. Pp. 148. $2.95.

BASEBALL: FROM BACK YARD TO BIG LEAGUE, George Toparcer. Sterling Publishing Company, Inc., 215 East 37th Street, New York 16. Pp. 160. $2.50.

GOLDEN BOOKS: AMERICAN HISTORY STAMPS, Jean Cushman. Pp. 48. $.50. GOLDEN ANIMAL ABC, THE, Garth Williams. Unpaged. $1.00. INDIAN STAMPS, Sonia Bleeker. Pp. 48. $.50. INSECT STAMPS, Howard Curran. Pp. 48. $.50. WONDERS OF THE WORLD STAMPS, Hubert Bernhard. Pp. 48. $.50. Simon and Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20, New York.

GROUP WORK IN THE INSTITUTION— A MODERN CHALLENGE, Gisela Konopka. A Whiteside Book distributed by William Morrow & Company, 425 Fourth Avenue, New York, New York. Pp. 304. $4.50.

HOW TO USE PORTABLE POWER TOOLS, Maurice H. Reid. Thomas Y. Crowell Company, 432 Fourth Avenue, New York 16. Pp. 210. $2.95.

INGVILD'S DIARY, Ingvild Schartum-Hansen. Lothrop, Lee & Shepard, Company, Inc., 419 Fourth Avenue, New York 16. Pp. 144. $2.50.

LITTLE LEAGUE CHAMPIONS, Joseph Olgin. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 189. $2.50.

MAJOR SPORTS TECHNIQUES: "Baseball," Ethan Allen; "Football," Jim Moore; "Basketball," Forrest Anderson; "Track and Field," Don Canham. A. S. Barnes and Company, 232 Madison Avenue, New York 16. Pp. 470. $5.00.

101 BEST STUNTS AND NOVELTY GAMES, Peggy and Robert Masters. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 127. $2.00.

SHORT CUT TO PHOTOGRAPHY, Godfrey Frankel. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 128. $2.50.

SOCIAL SERVICE AND THE STANDARDS OF LIVING. The South-East Asia Regional Office, International Conference of Social Work, Bombay, India. Pp. 357. $3.00 to members of the Conference; $4.00 to non-members. (Order from the United States Committee of the International Conference, 345 East 46th Street, New York 17.)

STERLING GUIDE TO SUMMER JOBS, illustrated by Doug Anderson. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 128. $2.50.

Pamphlets

BASEBALL RULES AND DECISIONS BOOK, Martin Rothan. Baseball Decisions Company, Box 517, Lexington, Kentucky. Pp. 59. $1.00.

CAMP REFERENCE AND BUYING GUIDE —1954 (Camping Magazine). Galloway Publishing Company, 705 Park Avenue, Plainfield, New Jersey. Pp. 138. $2.00.

FIRST ON THE AGENDA. Advisory Committee On Citizen Participation of Community Chests & Councils of America and the National Social Welfare Assembly. Pp. 30. $.50.

HOW TO PLAN AND BUILD A FAMILY-CLUB SWIMMING POOL. Family Circle, Dept. AG, Box 1379, Grand Central Station, New York 17. Single copies $1.00 each; five of more $.75 each; ten or more $.50 each.

ILLINOIS LIBRARY ASSOCIATION—CONFERENCE MANUAL, Marguerite Giezentanner, Ruth W. Gregory, Gertrude Gscheidle, Eleanor Plain. Gregg-Moore Company, 322 West Washington Street, Chicago 6, Illinois. Pp. 231. $1.25.

IT'S FUN TO GIVE A PAGEANT, Clara J. Anderson. Educational Publishers, Inc., 122 North Seventh Street, St. Louis 1, Missouri. Pp. 16. $1.00.

NATIONAL CAMP DIRECTORS GUIDE (1954 Edition). Publisher, Alden Getz, 480 Lexington Avenue, New York 17. Published annually; subscription rates $1.00 year; $2.00 for three years.

PLEXIGLAS—CRAFTSMAN'S HANDBOOK. Thomas Y. Crowell Company, 432 Fourth Avenue, New York 16. Pp. 33. $1.50.

"QUOTES" FOR YOUTH LEADERS, collected by Ben Solomon. Youth Service, Inc., Putnam Valley, New York. Unpaged. $1.00.

RAINY DAY ACTIVITIES, Gladys Cox Lewis. California Education Press, 612 South Figueroa Street, Los Angeles 17, California. Pp. 47. Single copies $1.25; 25 to 99 copies $1.00 each; 100 or more copies $.80 each.

SINGLE STROKE DRAFTING LETTERING, A. K. Rigast. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin. Pp. 96. $.64.

SO, YOU'VE BEEN ELECTED PUBLICITY CHAIRMAN. Occidental Life Insurance Company of California, 1151 South Broadway, Los Angeles 15, California. Pp. 21. Free.

Magazines

CAMPING MAGAZINE, *March 1954*
- Your Camp Riflery Program, George Frenault.
- Method of Teaching Sailing, Irv Simone.
- How Camps Spend Their Money (III), Elizabeth R. Frank and Norman P. Miller.

PARK MAINTENANCE, *March 1954*
- Three P's Mean Recreation.
- Landscaping—Foreign and Friendly, Jennie A. Russ.

PARKS AND RECREATION, *March 1954*
- Park Concessions, Maxine T. Gray.
- Rules and Regulations for Protecting Parks (Racine, Wisconsin).
- Outdoor Education in Chicago.
- Maintenance Mart.

Baseball and Softball Annuals

The 1954 editions of the popular Hillerich and Bradsby *Famous Slugger Year Book* and *Official Softball Rules* may now be obtained free of cost from sporting goods dealers throughout the country. These two annual books, as usual, are well illustrated and packed with items of interest.

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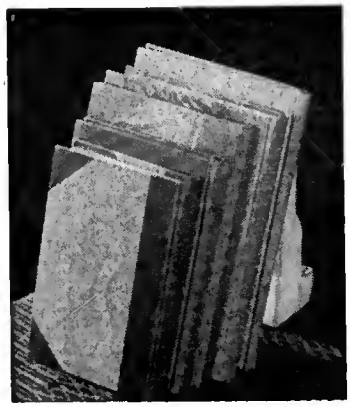

new Publications

Covering the Leisure-time Field

Program Planning for Bus Trips

Bernard Warach and Rowena Shoemaker. Published jointly by Jewish Association for Neighborhood Centers, 1391 Lexington Avenue, New York 28, and Play Schools Association, 119 West 57th Street, New York 19. Pp. 32. $.60.

This booklet fills a real need for a guide to safety and play activities in transporting groups of children by bus. Information on selecting a bus company, organizing the bus service, rules of conduct, motion sickness, fatigue and accident prevention is practical and concise. Suggestions on types of recreation programs suitable for bus trips, and specific games, music, song and storytelling suggestions are included, along with clever ideas for special programs. A carefully selected and annotated bibliography of resource materials adds to its value. The illustrations are clever and the anonymous artist deserves credit.

How Children Play For Fun and Learning

Jean Schick Grossman and Eda J. LeShan. Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10. Pp. 48. $.40.

Mrs. Schick of the Play Schools Association and Mrs. LeShan, clinical and child psychologist, are well-equipped to prepare this excellent booklet which would be very helpful in leadership training. Written in an informal style, the booklet covers the values of play, characteristics of play in terms of children's ages, problems of TV, comics, and the ill child, as well as family and community responsibility.

An excellent, annotated reading list and the clever illustrations of Winnie Fitch are additional reasons for ordering this booklet.

Building the Board

Harleigh B. Trecker. National Publicity Council for Health and Welfare Services, 257 Fourth Avenue, New York 10. Pp. 109. $2.00.

This very readable little volume is a practical guide in developing well-functioning citizens' boards for organizations in the general field of community service.

Clearly and concisely the book discusses: (1) important criteria for determining the qualifications of a good board member; (2) sources of potential members in the community; (3) the important steps in their selection and training for the particular agency task; and (4) board and staff responsibilities in terms of a leadership team.

The sections of the manual dealing with the areas in which new board members need training and the content of the orientation program contain many valuable suggestions.

The closing chapter is a challenging plea for a long-range program of building better boards, and it outlines ten specific tasks as vital steps in the realization of the over-all goal.

Because the subject matter presented in this book is based on the experience of a great many agencies, both public and private, board members and staff persons alike will find its contents useful.—*Charles E. Reed*, Director, Field Department, NRA.

Fun Books

Now that vacations and travel time are at hand, we'd like to call your attention once again to the good series of Seahorse Fun Books for boys and girls. One or two have been published each year since 1948. These are handy, paper-backed books that can be carried on trains, planes, and in the car, and are filled with imaginative things for children to do. The most recent, published in 1953, is *The Toy Fun Book*. Price $1.00. Additional titles:

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Travel Fun Book	(all)	1.00
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Hobby Fun Book	(8-14)	1.00
Catholic Bible Play Book	(7-13)	1.00
Funday Book	(4-7)	1.00
Secret Club Book	(8-14)	.25
Secret Code Book	(8-14)	.25
How to Plan a Successful Children's Party	(6-14)	.25

Order from your bookseller, or The Seahorse Press, Pelham, New York.

Guide to Standards for Resident Camps for Crippled Children

National Society for Crippled Children and Adults, 11 South La Salle Street, Chicago 3, Illinois. Pp. 32. $1.50.

The organization, clarity and general "tone" of these standards can serve as a model for any statement on standards. The standards have been prepared by Mrs. Eveline E. Jacobs, program analyst and consultant in camping, in cooperation with the counselors of The National Society for Crippled Children and Adults. They have been reviewed and endorsed by leading experts and organizations, including the American Red Cross, American Camping Association and American Academy of Pediatrics.

The standards cover in detail the seven factors of camp planning: physical plant and equipment; admission policies and procedures; health and sanitation; safety; administration; program; and personnel.

Three appendices give additional help on such topics as: cooperating agencies national, state and local authorities and resources; and legal and insurance problems.

A great need is met beautifully by this publication. Any individual or organization planning on conducting camping for crippled children, whether for recreation, therapeutics, or both should study these standards carefully It is an outstanding contribution to the professional field. Agencies and departments with camping programs for non handicapped children will find very excellent ideas for improving the efficiency, appearance, health and safety of their camps. Highly recommended.

Family Camping

The George T. Wilsons. The F Laacke Company, 1025 West Walnu Milwaukee 5, Wisconsin. Pp. 46. $.3

How nice it is to see material written by someone in a public recreation department (Milwaukee) and based upon practicing what he preaches! He and his family have *lived* this booklet—and its enthusiasm, as well as its detailed information, will make other families go trekking in the family car. It's informal, amusing—and *good!* If you haven't planned your vacation yet, read this booklet before you do.

Recreation Leadership Courses

Sponsored by the National Recreation Association
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June, July and September, 1954

HELEN M. DAUNCEY Playground Leadership	St. Cloud, Minnesota June 1-4	Loren Thorson, Director of Recreation, City Hall
	Austin, Minnesota June 8-11	Harry Strong, Superintendent of Parks and Recreation
	*Duluth, Minnesota June 14 and 15	Miss Myrtle Larson, Director of Recreation, Public Schools
	Dubuque, Iowa June 17 and 18	Nicholas J. Sutton, Director of Recreation
	Elizabeth, New Jersey June 28-July 1	Miss Charlotte Hamill, Bayway Community Center
RUTH G. EHLERS Playground Leadership	Pittsfield, Massachusetts June 14-17	Vincent J. Hebert, Department of Parks and Recreation, 52 School
ANNE LIVINGSTON Playground Leadership and Social Recreation	Elmira, New York June 1-4	Allie P. Quatrano, Assistant Recreation Director
	Altoona, Pennsylvania June 10-12	David M. Langkammer, Superintendent of Recreation, Lexington Avenue and Tenth Street
	Long Island, New York June 14-17	Morton K. Thau, Secretary-Treasurer, Long Island Recreation Association, Baldwin High School, Baldwin
	Syracuse, New York June 21-24	Miss Nicoletta Urciuoli, Recreation Director, 215 E. Water Street
	Sea Cliff, New York June 28 and 29	F. R. Furlong, Supervising Principal, Central School District #1
	Shepherdstown, West Virginia July 26-29	Joe C. Humphrey, Dean, Shepherd College
MILDRED SCANLON Playground Leadership	Missouri Recreation Workshop May 29-June 4	Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson Building, Jefferson City
	Aiken, South Carolina June 7-10	William R. Sheehan, Director, National Catholic Community Service, 1922 Park Avenue
	Sheboygan, Wisconsin June 15-18	Howard Rich, Superintendent of Recreation
	Flint, Michigan June 21-24	Miss Lina W. Tyler, Director of Recreation, 3300 North Saginaw Street
	Bergen County, New Jersey June 28-July 1	Richard Rodda, Superintendent of Recreation, Teaneck
	Providence, Rhode Island July 12-15	John Cronin, Superintendent of Recreation
GRACE WALKER Creative Recreation and Playground Leadership	New York, New York June 3	Miss Eugenie d'Arsi, Recreation Services for Older People, Federation of Protestant Welfare Agencies, Inc., 207 Fourth Avenue
	Youngstown, Ohio June 17 and 18	O. S. Ellis, Director-Treasurer, The Youngstown Playground Association, 2218 Ohio Avenue
	Westchester County, New York June 23-25	Miss Vivian O. Wills, Assistant Superintendent, Westchester County Recreation Commission, County Office Building, White Plains
FRANK A. STAPLES Arts and Crafts	Missouri Recreation Workshop May 29-June 4	Robert L. Black, Community Recreation Assistant, Missouri Division of Resources and Development, Jefferson Building, Jefferson City
	Niagara Falls, New York June 8-17	Myron N. Hendrick, Director of Recreation, Department of Recreation, Hyde Park
	Poughkeepsie, New York June 21 and 22	William G. Beal, Superintendent, Recreation Commission, 39 Market Street
	Fairlee, Vermont June 23	Mrs. A. O. Brungardt, Vermont Director of Recreation, Montpelier
	New England Recreation Leaders Laboratory September 4 and 5	Lawrence V. Loy, Extension Service, University of Massachusetts, Amherst
	West Point, Georgia September 13-23	Robert A. Turner, Co-Ordinator, Department of Community Recreation, West Point Manufacturing Company

* Sponsored cooperatively by School and Park Departments of Duluth and Recreation Departments of Superior, Wisconsin and Cloquet, Minnesota.

Attendance at training courses conducted by the National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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Recreation

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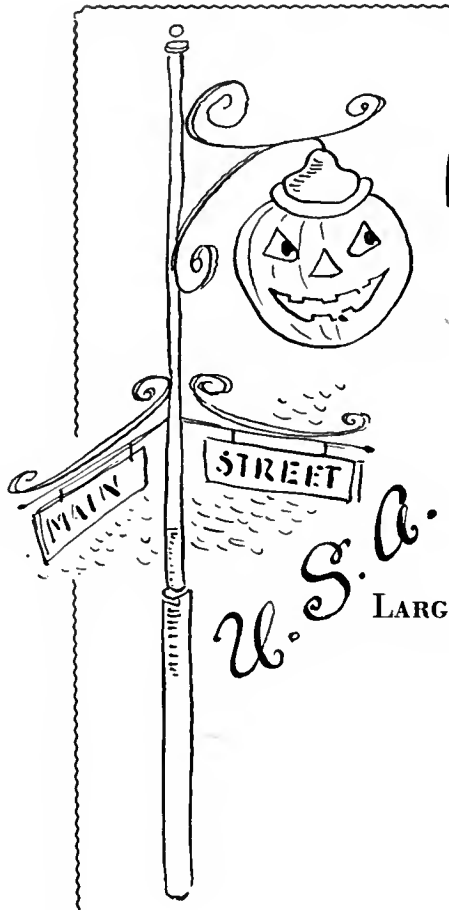

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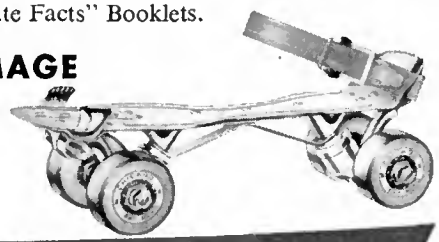

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SEPTEMBER, 1954

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLVII Price 50 Cents No. 7

On the Cover

The professor tells us a few home truths, among them, that school and play can be a happy as well as necessary combination in the process of education for living. This issue of RECREATION emphasizes his point and attempts to present some few of the various steps toward the successful cooperation of school and community recreation leaders. Photo courtesy of Board of Public Parks and Recreation, Honolulu.

Next Month

The season of witches and goblins will, of course, receive generous attention in our October issue. In observance of United Nations Day during that month, there also will be two articles giving information about other lands. For leaders of children's groups, there is an excellent how-to-do story on how to attain "Originality in Christmas Decorations," by Jessie Todd who is on the faculty of the Laboratory School, University of Chicago. James E. Rogers, formerly on the staff of the NRA, presents "Fundamentals of a Growing Recreation Program;" and don't miss some of the other good things, such as "Teens Serve Teens" (Idea of the Month), "Land for Recreation," the new games pages, and others.

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Affiliate membership in the National Recreation Association is open to all non-profit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Recreation ~ A Community Project

E. DeAlton Partridge

Providing an adequate and constructive program of recreation is a responsibility that should be shared by the entire community. There is no one group of people or segment of the community that can or should assume this responsibility alone.

It is especially important that the schools cooperate in any community recreation program. There are a number of reasons why this is true, but the two main reasons would seem to be: (1) developing a good recreation program is to a large extent an educational process; and (2) the schools have facilities that can and should be used for recreational purposes.

The preparation of young people for constructive use of leisure time has long been a major aim of education. In order to use leisure time well, one must learn new skills, new attitudes. Extending wholesome recreational activities into all age groups requires a teaching and learning process. If youngsters graduate from our schools with the proper attitudes toward recreation, and some skills that have carry-over value, then the job of the recreation worker is greatly simplified.

The use of school facilities for recreational purposes, especially in after-school hours, has been a practice of long standing in many communities. This is a practice that has a great deal of merit and should be given serious consideration by all American communities.

It has been obvious to educators for many years that public education is more than a classroom responsibility. Instruction within the classroom is only a part of the total educational program that must operate in a community. The way in which American education is organized and administered places responsibility upon the local board of education. In order for this board to carry out its responsibilities adequately and with the support of the public, it is good administrative practice to encourage people of all ages to use school facilities and to become acquainted with the nature of these facilities and with the problems of upkeep and development of new facilities. In communities where the citizens have a feeling of real ownership and pride in their schools, it is much easier to gain support for school programs and to deal with controversial issues which are bound to arise.

The use of school facilities for recreational purposes does create certain administrative problems, but the fact that this kind of school use has been carried on in a number of communities for many years, would indicate that the administrative problems involved are not insoluble.

The American people have a tremendous investment in their public schools and it is only fair that this investment should be used to pay dividends wherever it can, and enrich the life of the community. The use of school facilities to provide wholesome recreational education and activity is a natural outgrowth of this philosophy.

Dr. Partridge *is president of Montclair Teachers College, New Jersey.*

THE UNITED WAY

The Air Force requests National Recreation Association services in communities adjacent to bases where recreational facilities are seriously inadequate. The military needs help in training programs for recreation leadership and an urgent request comes from the Armed Forces for NRA's work with minority groups in service. One hundred sixty-one communities ask for recreation programs integrating military and civilian populations. United Community Campaigns will endeavor to provide funds for these and other vital United Defense Fund services. Help meet these requests. **Give generously to your town's Community Chest or United Fund drive this fall.**

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Letters

Wives and Widows

Sirs:

My husband, "Pete" LaBorde, formerly recreation director in Viroqua, Wisconsin, has been appointed graduate assistant at Indiana University, where he will work toward his doctorate.

I love RECREATION magazine every bit as much as Pete does—but I think you need a page of "Hints and Helps" or ideas for recreation "widows."

MRS. WAYNE LABORDE, *Viroqua, Wisconsin.*

Letter to Dr. Etter

Sir:

It has been my pleasure to read your splendid article, "Cry, The Beloved City," in the April issue of RECREATION. I would like to compliment you very highly for bringing your thoughts on the need for preservation of park values so forcefully to our recreation people.

For many years I have tried within my limited opportunities to make our park men appreciate the recreation viewpoint and our recreation men to get a better understanding of the important place nature has within the recreation program. In the twenties it looked impossible but today there is a noticeable trend to a better and more tolerant understanding. People like yourself who have no axes to grind or who are not biased or opinionated are doing so much to break down this barrier. Your article will have a very wholesome reaction I am sure.

RAYMOND E. HOYT, *United States Department of the Interior, National Park Service, San Francisco, California.*

● The Department of the Interior is considering the reprinting of Dr. Etter's article, for distribution by the department.—Ed.

Pictures for Your Office

Sirs:

I read "Letters," in the May issue of RECREATION, in which Mr. Curtis asked about getting pictures that are attractive for his office. We have found that many of the materials that are used in stores can very frequently be salvaged for that purpose. I have not done it so much recently, but it can be arranged. As you know, the stores very rarely ever use the same ideas or pictures from year to year. Very frequently they will plac beautiful backgrounds or pictures i their windows that would be adaptabl to an office or a recreation center. Se dom do these pictures stay in a windo more than a week or two. Give this a tr

GEORGE T. SARGISSON, *Executi Director, Recreation Promotion Service, Inc., Wilmington, Del ware.*

Vandalism

Sirs:

I appreciated your sending me th tear-sheet from your February issue RECREATION. Mr. Prendergast's ed torial in that issue, on the problem delinquency, is excellent and his poin on the subject are well taken. The art cle should be of real value to all co cerned with the problem.

The mention, in "Things You Shoul Know," of our Key Club anti-vandalis activity in New England is particularl appreciated. You will be interested t know that this work is expanding n only in New England but throughou the entire country.

J. FRANK MCCABE, *Director of Ke Clubs, Kiwanis International, Ch cago 11, Illinois.*

Letter to Mr. Prendergast

Sir:

Your choice of the Whitney Museu for the future home of the Nation Recreation Association displays gre foresight. I made a thorough inspe tion of the building while enjoying th art exhibit. I can visualize the Associ tion gaining stature and presti through ownership of this old and hi torical building.

Its artistic and homelike atmosphe will gain new friends and prominenc Historical embellishment would added by retaining the stone over th doorway as a symbol of art and cultu nurtured in the museum.

HENRY D. SCHUBERT, *Superinte dent of Recreation, Dearborn, Mic igan.*

Wise Ordering

Sirs:

In behalf of our department, may congratulate the new service of Recr ation Program Aids recently introduce

by the National Recreation Association. It will supplement our department's program required of our community center director and will serve as an excellent program aid for our supervisor. Miss Musselman should receive only praise for her efforts in this new type of service.

I have a request concerning memberships and Recreation Program Aids, which will help us to plan for our needs during 1954. *We would like to order* RECREATION *magazine for each of our seven park and recreation board members.*

We also would like to *order eight Recreation Program Aids, each of which would be mailed directly to the director of our community centers* in King County. We wish to affiliate the department again and have a Recreation Program Aid sent to the main office.

ROBERT C. STEPHENS, *Superintendent, Park and Recreation Department, King County, Seattle, Washington.*

Comments on Recreation

Sirs:

RECREATION has reached a new high, I believe. The June issue inspires me to volunteer this unqualified compliment. The quality of the publication has been getting better and better. Its inviting appearance, meaty content, satisfying variety and excellent organization leave little to be desired. Congratulations!

One evaluates more nearly objectively and appreciates with more deliberation and deeper penetration at these far distances.

G. OTT ROMNEY, *Chief Civilian Staff Advisor for Morale and Welfare to the Far East Joint Service Command.*

* * *

Sirs:

So often we are neglectful in recognizing a job well done. I want to take this opportunity to express to you the fact that RECREATION is a very well-organized publication which carries a vast variety of articles and information. This means that it will reach each and every person who receives the magazine. It is my hope that those in the field of recreation will become more reading conscious and review the material and information which is prepared and sent to them through publication channels. I feel that this would have a great effect in eliminating a lot of unnecessary criticism and make the leadership realize the potentials as well as the handicaps and problems found within the field of recreation.

JAMES S. STEVENS, JR., *President, American Recreation Society, Raleigh, North Carolina.*

Announcing a *New* NRA *Service*

Now you can obtain all of your recreation and related books from one source! For the convenience of friends and members, the National Recreation Association has just completed arrangements with the following book publishers to handle the sale of their publications:

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Association Press
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This new combined recreation book service will be launched officially at the 36th National Recreation Congress in St. Louis, Missouri, September 27 to October 1, 1954, and will be introduced as part of the Association's first Combined Book Exhibit at the big meeting. If you are planning to attend, be sure to visit this exhibit in the main section. There will be someone in attendance to take your order.

To keep up-to-date in your recreation reading, watch the book columns appearing in RECREATION monthly. In addition to regular listings, special bibliographies or other interesting announcements will appear from time to time. Books will be available through the Association at list price, plus fifteen cents for each book ordered to cover postage and handling. Active Associate and Affiliate Members receive a ten per cent discount on the list price. Remittances should accompany orders from individuals. Organizations and recreation departments will be billed on their official orders.

National Recreation Association
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Things You Should Know . .

▶ A NEW COMBINED BOOK SERVICE for friends and members, is announced by the National Recreation Association. For more details see page 391.

▶ A SUMMARY OF THE INTERESTING MEETING on "Recreation in Correctional Institutions," which was held at the Southern District Conference in Roanoke in 1953, is now completed and will appear in the October 1954 issue of RECREATION. A second meeting on this subject is being held at the 36th Recreation Congress in St. Louis.

▶ A TWO-YEAR STUDY of Recreation for the Aging of North Carolina has been announced through the chancellor of the University of North Carolina, Robert B. House. Made possible by a grant of approximately nine thousand dollars to the university, given by most of the insurance companies of the state for this purpose, it will be directed by Dr. Harold D. Meyer through the Institute for Research in Social Science. The project will be closely related to the activities of the North Carolina Recreation Commission.

▶ A PROPOSAL FOR INSURANCE has just been completed by an insurance company working for the NRA. The insurance will cover participants in baseball, softball and basketball conducted by public recreation departments and other community recreation agencies which are affiliated members of the National Recreation Association. Be sure to attend the meeting on "Sports Problems," Wednesday, September 29, at 9:15 A.M., at the National Recreation Congress, where this proposal will be discussed.

▶ INJURIES ACQUIRED in an employer's swimming pool after working hours do not rate compensation, according to New York State's Court of Appeals. The court recently ruled on the case of an accident occurring one-half hour after the closing of the Klett Company of Delmar, an Albany suburb. Before this ruling the State Workmen's Compensation Board had considered the victim of such an off-duty incident eligible for workmen's compensation benefits.

▶ THE NEW SPORTS WEEKLY published by Time, Inc., *Sports Illustrated*, has been scheduled to come out the middle of August. Miss Mary Snow of the staff,* who is responsible for a section on weekend leisure in the new magazine, will appreciate receiving story leads from any recreation leaders who conduct a unique weekend program.

▶ RECREATION LEADERS, MANUFACTURERS, ADVERTISERS, ATTENTION! The June issue of *Fortune* carried an article on the vigor of the leisure and recreational market, "$30 Billion for Fun." It states that this amount of money is *half again as much as the American consumer spends on clothing or shelter*, and twice what he lays out for new cars or home goods. The article is recommended reading for recreation leaders, and for manufacturers of recreation products.

▶ AS A PART OF THE ANTI-LITTERBUG CAMPAIGN which is sweeping this country under the auspices of many and varied organizations, the National Recreation Association has been working with Keep America Beautiful, Inc., on plans for a comic book entitled, *Larry Doesn't Litter Anymore*, for free distribution to recreation and park departments and schools. Keep America Beautiful, Inc., is also working with the big manufacturers of cans, bottles, boxes and paper containers on a formidable campaign to line up every industry that contributes to litter.

An article which appeared in the June issue of *Reader's Digest*, "Are You a Litterbug?" gives a good account of where litter comes from and what can be done about it.

▶ A NEW DEPARTMENT ON RECREATION AND PARKS, inaugurated in *American City* magazine, is being edited by Joseph Prendergast. This periodical reaches all city managers, department heads of municipal governments and city planners.

▶ NOTE SHOULD BE TAKEN of an amendment to the pledge of allegiance to the flag which is now the law. The words "under God" have been added, so that the pledge will now read, "one nation *under God*, indivisible, with liberty and justice for all."

* Time, Inc., 9 Rockefeller Plaza, New York 20, N. Y.

▶ SCHOOL DISTRICTS IN NEW YORK STATE may now join with municipalities in "equipping, operating and maintaining playground and neighborhood recreation centers" and may "appropriate money therefore," under provisions of an amendment to Section 244B of the General Municipal Law, recently enacted by the State Legislature and signed by Governor Dewey on April 7, 1954.

The amended law also permits municipalities and school districts to enter into agreements covering proportionate costs, manner of employment of personnel, and which may provide for the fiscal officer of the municipality to serve as custodian of joint funds.

Copies of the amended section may be obtained upon request to the New York State Youth Commission, 66 Beaver Street, Albany 7, New York.

▶ A RESOLUTION FROM RECREATION OFFICIALS in Arlington, Alexandria, Fairfax and Falls Church was presented to the Virginia Recreation Association and the Virginia Recreation Society by Eugene Barnwell of Alexandria, resolving that they request that school buildings be assigned to recreation departments following the end of the school day, and that recreation departments be permitted to present sponsored programs and schedule the areas for community use. Mr. Barnwell moved that they adopt this resolution and that copies be sent to the State Department of Education and to as many local boards as possible, getting news releases on same. This was seconded and carried.

▶ A SPECIAL CITATION FOR LEADERSHIP in developing recreation opportunities for personnel of the United States Air Force has been awarded by the NRA to Colonel Berthold E. Nowotny, USAF. The colonel is Chief of the Personnel Services Division, Directorate of Military Personnel, Deputy Chief of Staff, Personnel, Headquarters United States Air Force.

▶ A REVISION OF CHARGES for recreation leadership training service is being undertaken by the National Recreation Association for the first time since 1948. Even at the new scale the service will be provided on a less-than-cost basis. Effective October 1, for all but those negotiations originated before that date, the new costs will be $45 per day, or $175 for the usual four-day, twenty-hour training period for all courses except arts and crafts. The latter will be $45 per day, plus travel expenses of the instructor, or $275 for the four-day period. The two-week guarantee plans for arts and crafts will call for $360 instead of the previous $300.

National Board of Community Service judges and Commander-in-Chief Wayne E. Richards of the Veterans of Foreign Wars of the United States are shown inspecting one of the scrapbooks on civic betterment projects judged in the finals competitions of the V.F.W. Community Service Contest held in July at Washington, D. C.

In the picture, left to right, are: (seated) Mrs. Roy F. Layton, national president of the Girl Scouts of the U.S.A.; Commander-in-Chief Richards; Dr. Howard A. Rusk, president of the American-Korean Foundation; Mrs. Theodore Chapman, president of the General Federation of Women's Clubs; (standing) O. E. Peterson, international secretary of Kiwanis International; Joseph Prendergast, executive director of NRA; and Mark Kinsey, director of Community Service, V.F.W.

Grant Titsworth, NRA board member, and General of the Army, Omar N. Bradley, discussing the United Defense Fund campaign and the NRA's roll in the defense picture. Said General Bradley: "If our defense program is to be as strong as it needs to be, then we must provide for the people engaged in the program the essential services of the United Defense Fund agencies.

"We must see to it that the services of USO are available to all members of our Armed Forces wherever they may be stationed—that experienced and trained workers of United Community Defense Services are available to help defense towns that are trying to solve new and serious community problems and want professional aid . . . we must make sure that United Seamen's Service can set up centers for merchant seamen in those foreign ports so jammed with defense shipping that going ashore becomes a hazard, both to our seamen and to our shipping schedules—and we must guarantee that the National Recreation Association can continue serving as a kind of liaison between our Armed Forces and civilians by sponsoring activities in which they participate together."

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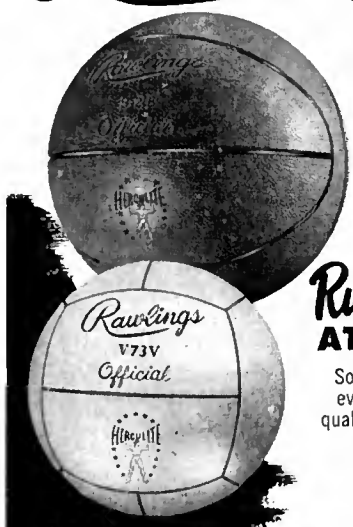

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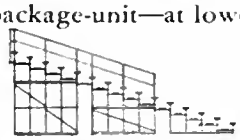

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Editorially Speaking

A School Issue

In this issue of RECREATION, we emphasize school-community cooperation in the provision of recreation services for a local community. Our object is to provide recreation department executives and leaders with some information as to how they can relate to the schools in the planning of program and facilities for the most effective community-wide services. Because so much good material on this subject has been submitted to us, and we want to share it with you, some of the articles will have to appear in future issues of the magazine. Watch for them! If you find the articles in this issue helpful and enlightening, please let us know.

Additional Reading

Additional reading on school and community recreation department cooperation: *School-City Cooperation in the Planning of Recreation Areas and Facilities* by George Butler, (a series of three articles appearing in April, May and June 1953 issues of RECREATION, which is currently available in booklet form, for seventy-five cents); "School, The Ideal Community Center" by Donald B. Dyer, assistant superintendent of Milwaukee public schools, in *Journal of American Association for Health, Physical Education and Recreation*, May 1954; Section on Schools, *Architectural Record*, November 1951, July 1953, February 1954; "Joint Planning of Recreation Parks and School Properties" by Floyd A. Carlson, director of planning and superintendent of parks, Racine, Wisconsin, in *The Municipality*, April 1954; "More Fun" by Warren Conrad, principal of Guerneville Elementary School, Guerneville, California, *California Parent-Teacher*, January 1954; "Public Participation" by Roald F. Campbell, professor of education, Ohio State University in *The Nation's Schools*, February 1953; "Unique Cooperation in School and Community Recreation" by Ivan W. Hill, in *Journal of American Association for Health, Physical Education and Recreation*, March 1953; "Grand Rapid's Parks and Recreation System" by Frederick C. See, superintendent of parks, Grand Rapids, Michigan, in *Michigan Municipal Review*, August 1952; "Community Use of School Facilities" by Walter L. Scott, director of municipal and school recreation, Long Beach California, in *Journal of Secondary Education*, April 1952; "Four New Swimming Pools" by Dorothy L. Lanyon, administrative assistant, Recreation Department, Oakland, California, in *The American City*, January 1950; and *Conduct of School Community Centers*, National Recreation Association.

Buildings vs. Playgrounds

According to an item in the *Public Service Journal*, Seattle, Washington, April 1954, social workers in New York City have attacked the city's plans for multimillion-dollar recreation centers. They maintain that smaller playgrounds close to home mean more to children. The New York City park department, on the other hand, holds that the cost of many small centers would be prohibitive, and that indoor centers constitute one of the best attacks on the youth problem, because outdoor facilities are usable less than half the year.

Juvenile Delinquency

• Approximately one thousand high-school coaches of fourteen states, from the Mississippi to New York, attending the University of Cincinnati's annual two-day football clinic, April 30 and May 1, were reminded by Dr. Raymond Walters, president of the university, of their opportunity to help check the increasing tide of juvenile crimes.

• "Chaplains in the armed forces are aghast at how many youths have but a rudimentary sense of moral and spiritual values. If integrity is the lifeblood of the nation, then America—in spite of her hearths and blackboards and spires—may well be in danger of bleeding to death. For vast numbers engrossed in making good, which usually means money, life is largely a matter of deals rather than ideals. The blot is in the realm of ethics."—From "Where Is the Blot?" by Frederick Brown Harris, Chaplain, United States Senate, in *National Parent-Teacher*, November 1953.

• Leaders in the field of delinquency prevention and control were invited by Oveta Culp Hobby to meet in Washington in June to discuss the next steps in "Moving Ahead to Curb Juvenile Delinquency," and to evaluate the effectiviness of delinquency prevention programs that have been tried. The National Recreation Association was represented at this meeting by Joseph Prendergast, executive director.

• "Curb delinquency via recreation," says John M. Lewis of the Southern California Youth Association, "prevention is better, and less expensive, than cure. Let's encourage the building of more recreation facilities and sports areas, and our demand for increased jails and detention facilities will subside normally."

• "Emphasize moral and spiritual values to build an America worthy of its heritage of faith in God and of freedom."—From the "Action Program" in *National Parent-Teacher*, November 1953.

Meet the Real Menace

Riding home on the commuters' train the other afternoon, I couldn't help overhearing a conversation between two men who were sitting in front of me.

"I'm having a time with my boy," one man said to the other. "He's car crazy, and he's driving me crazy, too."

"They're all car crazy," said his friend, wagging his head wisely.

"I know," said the first father, "but this kid of mine is going overboard. Last night, for example, he was bragging to us that he had driven from our house to the Loop in thirty-two minutes through heavy traffic. Thirty-two minutes! That's just plain suicide!"

"Sure is," the other man agreed. "Can't you slow him down?"

"Well, I tried," said Pop. "And do you know what he said? He wanted to bet me that I had made it myself in less than forty minutes!"

"Have you?" the friend asked.

"Well, sure. But I'm an experienced driver. This boy is just a kid."

There you are! It's perfectly okay for Pop to tear along like a hot rodder. But let his son do it—a lad who has better timing, better eyesight, and faster reflexes than Pop will ever have again—and that lad's a problem child.

Where did he get the idea that it's smart to drive that fast in the first place? From Pop, the middle-aged space cadet! When are we parents going to smarten up and realize that we can't ask our youngsters to act one way while we act another?—Paul Jones, National Safety Council, in "The Heel at the Wheel," *National Parent-Teacher*, September 1953.

• Paul B. Sears, chairman, Conservation Program, Yale University, in an article entitled "A Nation for Civilized Living" in the *American Planning and Civic Annual* for 1952 stated: "For us the joy of living languishes until our radio can be traded in for a twenty-four-inch television set. We eat out our hearts for Palm Beach when a measure of comprehension might turn our township, even our backyard, into high adventure."

CHILDREN and the Creative Life

Albert Sydney Raubenheimer

THE AGE in which we live is characterized variously by our press as confused, perplexed or purposeless. Albert Schweitzer, the great music critic and philosopher, says the man of today is surrounded by influences bent on destroying his confidence in his own thinking. On every side man is distracted from creative living. He is propagandized and high-pressured into accepting what he reads and hears instead of reacting to it. Harry Overstreet reminds us that our newspapers exploit catastrophe and that radio, movies, advertising and television pander to mediocrity, emotional immaturity, escapism, self-indulgence, and exhibitionism. Our sports are spectator sports. Our amusements are vulgar, pitiful travesties of reality.

Yet we should recognize that a change is taking place, and happily it is taking place in our young people. We find in them a spiritual awakening and a spiritual concern with human relations. It is they who have, or are seeking, a sense of direction. They are alert and alive to the interests and stimulation that we call creative living. We see it in their participation in the visual arts, the dance, the crafts, and in their attendance at concerts, where they are often the largest part of the audience.

This is encouraging, but in our homes and schools there still prevails a mistaken concept of psychology that thwarts all possible spontaneous development of interest and imagination. This is the erroneous idea that a child is what the Romans called *tabula rasa*, a blank tablet, on which facts and other people's ideas are to be inscribed. The method of teaching based on this psychology is to make children repeat and memorize. This makes children insensitive to their environment. It develops parrots, not creative people.

The child's mind is not a receptacle into which we should pour facts and ideas in order that he may pour them back at examination time, usually in distorted form, to show us what poor teachers we are. No, on the contrary, the child is an organism—a living, reacting, sensing being, who changes in form and character by virtue of his powers of moving, feeling, imagining, thinking, reasoning and judging. The child is not merely a creature but a creator. He actually develops ideas, thoughts, language and feeling. He reasons, he can even judge.

We put fish into water because that is the environment in which fish thrive. Into what environment, into what culture do we put the child that he may develop? Culture is not something that you hang on the wall or a record you play or a book you read. The culture of the child is his own thoughts about, and his reaction to, the whole world around him, people, nature, everything with which he comes into contact. The creative life of a child—his interest in music, science, crafts, or ideas—is not something that just happens to him because we hopefully pray that it will. It must develop from within, with the help of home, school and community.

If we accept this fact that the child is both creature and creator, should we not, then, provide for him the most enriching environment? We would be unwise if we did not want him to be associated with people, both adults and playmates, who are sociable, cooperative, law-abiding, disciplined, stable, interesting in conversation and capable of sharing with him the beauties and delight of his observations. We want parents and teachers, through participating in the experiences of youth, to help our youngsters broaden their awareness of the life about them.

The culture we seek and the opportunity for the development of the child's creative life are at hand. We need only the imagination to use them. If we can think more creatively about our children, we can not only help them to become artists or craftsmen or scientists but, what is more important, help them to become real persons.

In the school the creative life is not only fun but an act of achievement. Whatever the child is working on, whether it be music or a foreign language, he is trying to achieve mastery of it. Achievement leads to a desire for further achievement, and there is the start of progressive development.

In arts and crafts the child is not making a picture or a bowl; he is making an expression of himself, of his personality. And you must accept his representation as being what he says it is, no matter how little it may look like it. As the child works and plays with other children he is learning the social arts—the give-and-take of social living, the rules of the game, a concept of law. Finally, he is reaching for self-realization. He becomes uniquely himself, a personality different from every other. He is able to be himself, to think and act for himself. That is what we covet for our children and our people. We want them to have a sense of direction and to have integrity.

Let us take a moment for a brief look at our leisure time. Frankly, leisure too often means stagnation for adults and mischief or delinquency for children and youth. But leisure should be creative living. It should be used fruitfully to pursue our interests. Think of what the cultivation of some cultural art or interest in their youth or middle years might mean now to the aged, with their pathetic burden of useless time!

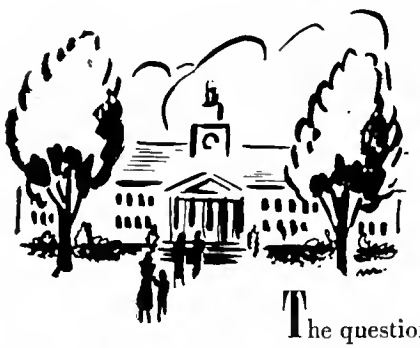
In the last analysis we ask that the creative life of the child develop freedom of spirit, of thought and of judgment. And we ask that such freedom be a disciplined freedom. Viewing the child in the light of his actual being as a creative organism, let us work together to develop that freedom.

MR. RAUBENHEIMER *is the educational vice-president at the University of Southern California at Los Angeles.*

Condensed and reprinted with permission from *Proceedings of the National Congress of Parents and Teachers Annual Convention*, May 18-20, 1953.

COMMUNITY RECREATION PROGRAMS

...and their Relation to Schools



Raymond H. Ostrander

The question may be asked, "Why do we need community programs of recreation anyway?" Those who have answered this query point out that we have become increasingly an urban, industrial nation. Many people have moved away from the natural out-of-doors opportunities for enjoying spare hours. Others have seen real estate developments take away their rural freedom. Even long-time, big-city residents have seen the neighborhood ball diamond on the vacant lot replaced by an apartment or office building. The expansion of our labor force by an influx of married women has paradoxically increased the need for supervision of children and youth, while shorter workweeks have given workers more time for leisure.

The presence of nearly 500,000 patients in institutions for the mentally ill and of 165,000 in our state and federal prisons and reformatories is evidence of the special leisure-time needs of a large segment of our population. A nation-wide ten per cent increase in recorded juvenile delinquency in 1951 over the preceding year points up the necessity for action.

By no means will recreation programs solve all of these problems. Yet, together with religion and education, recreation has an important role to play.

What does a good community program look like and whom should it serve? First, it should be said emphatically, there is no single best pattern. Each community, in conformity with its available resources, needs to develop a design to meet its special characteristics.

An adequate program will provide opportunities for recreation suited to various age groups from tiny tots to golden-agers. Age grouping is favored by some recreation specialists. The similarities of interests and skill development are given as reasons for this method of classification. Others point with alarm to the trend toward separation of the family whether it be for work or for play. They favor the kinds of programs which provide facilities for family group activities. Father-and-son, father-and-daughter and mother-and-daughter nights are proving popular.

Recreation, even for elementary and secondary school pupils, does not have to be exclusively on a separate sex basis. Some schools are providing time for boys and girls to mix in physical education and recreational activities. Social and folk dancing and non-contact sports like volley ball, tennis, badminton, archery, golf and rifle practice are suitable for mixed sex participation. Advocates of this type of activity claim that the unnatural barrier between the sexes

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Condensed and reprinted from July 1952 issue of *The School Executive*, 470 Fourth Avenue, New York 16. Photographs, by permission, from *Planning Elementary School Buildings* by Engelhardt, Engelhardt and Leggett. Copyright 1953, F. W. Dodge Corporation, 119 West Fortieth Street, New York 18. Pp. 268. $12.50.

Nutrition group. School cooking classes appeal to children, and well-planned facilities can serve also for adult use.

in the early adolescent years is more easily broken down by frequent, wholesome intermingling of groups of boys and girls under competent supervision.

Physical activities have a place in every organized recreation program. They should not dominate it, however, or be restricted to team sports and strenuous competition. On the other hand, the importance of athletics should not be underestimated.

Dramatics, symphony orchestras, choral groups, adult education courses in arts, crafts and industrial arts are illustrative of the variety of recreational offerings. Good libraries, forums and discussion groups, picnic areas, parks, playgrounds, teen-age centers and, more recently, community centers for all ages are terms which suggest breadth in the opportunities for the pleasurable and wholesome use of leisure.

What can the interested citizen do about all of this? First, one needs to survey the local situation. What opportunities for wholesome use of leisure are available? Are the ones now in existence utilized by the people most likely to profit by them? If not, why not? What needs exist that are not now being met?

The next step is to adopt a plan of action. Usually the individual citizen will find it advantageous to arouse the interest and enlist the support of an organized existing agency. Where a responsible group has decided that additional recreational opportunities are both needed and within the financial capacity of the community, the next decision concerns the agency or agencies that should be asked to meet the needs.

Patterns of organization differ widely. There are, however, three main plans for administering community recreation. One is under the direction of the local board of education. Milwaukee has been cited for the excellence of such a scheme, with the recreation department responsible to the board of education, through the superintendent of schools.

Proponents of school administration argue that modern education is concerned with the total well-being of people and that play activities fit appropriately into the educational pattern. They point out that the school facilities are usually well suited to a successful leisure-time program for varying ages. Many of the phases of the school program already contribute to the opportunities for physical and emotional release. Physical education, arts, crafts, music and much of the adult education program are in this category.

Advocates of other types of administration argue that schools are still too concerned with the formal aspects of learning to be able to adjust to the newer concepts of the wise use of leisure. They say school authorities have, in effect, pleaded guilty to charges of failing to recognize the full scope of a desirable recreation program by the very frequency of their placing this responsibility on physical education departments. They complain that funds are reduced for recreation first whenever school budget cuts are necessary.

School facilities provide setting in which local people can experience recreational aspects of "adult education."

Some, noting the wide recreational possibilities of parks, suggest that park departments take over the supervision of all publicly-organized and -supported leisure-time programs. The traditional, major emphasis of park authorities on construction and maintenance is held by others to be a deterrent to that department's heading up a forward-looking total program.

The recreation professionals tend to favor a special agency in city and town governments. Since the opportunities to begin completely new programs seldom exist in any except the smaller communities, the interested laymen must begin with the agencies already existing. Often, the public schools are in a particularly advantageous position to be of great assistance. With the current emphasis on teaching avocational and other leisure-time pursuits to children and youth, schools are in a strategic position in the recreation scene. That one state, alone, boasts of five hundred and seven communities which sponsor adult education programs is further evidence that the schools are providing a considerable amount of the leadership even on the adult level. When it is understood that large numbers of the members of the adult classes are "studying" folk dancing, handball, shuffleboard,

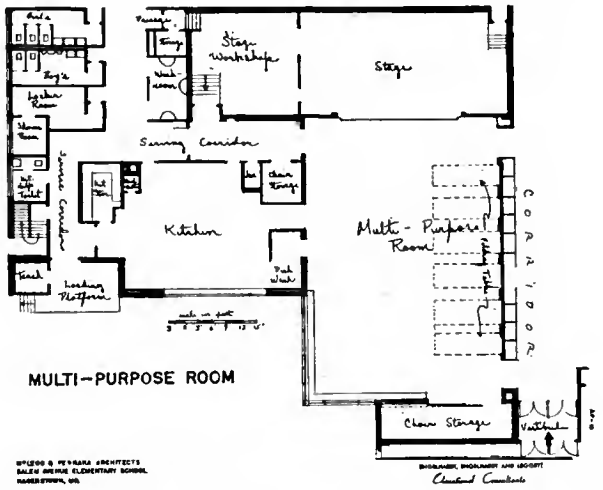
Community adults happily engaged in woodworking. Logically, the schools ought to be ready to serve such groups.

arts and crafts, the full significance of the recreational aspect of "adult education" becomes self-evident.

Regardless of what agencies are charged with the chief responsibilities for community recreation, the schools have certain obligations. First, cooperation with all concerned in developing a community program of recreation is a definite function of any school system which lays a claim to an interest in the emotional, physical, and social growth and well-being of people.

Second, boards of education through their executive officers, the superintendents of schools, should make school facilities available for recreational use. It is granted that some "headaches" will arise, particularly if an agency other than the schools is administering the program. It is not suggested that cooperation is a one-way street. Rather it is urged that school authorities make every effort to work out satisfactory arrangements supported by written agreements which will permit the multiple use of school facilities needed for wholesome community-wide use of leisure.

Recreation supervisors have a responsibility for the proper care of school buildings and grounds. In some situations, school facilities can be utilized best by school-employed and -directed personnel irrespective of the general administrative



A central, well-planned room can serve for many activities.

pattern. Where there are well-equipped libraries in elementary schools, it is a recreational as well as an educational advantage to have those facilities open during summer vacations on a limited basis under the supervision of school librarians.

Making existing facilities available for recreational use is most desirable, but not enough. Boards of education and school administrators should take community recreational needs into account whenever new buildings are to be constructed. With careful planning, usually at little extra cost, provision can be made for multiple evening use of school grounds and buildings. Storage space for adult recreation equipment is a sample of the type of extra space needed.

Third, schools have an obligation to provide the trained leadership for community programs of recreation wherever it is needed and cannot be provided more satisfactorily by any other public agency. To insure a coordinated program, this leadership should he on a year-round basis. Care should be exercised in choosing top leadership with sufficient breadth of vision to provide a balanced program.

Where summer day camp or recreation programs do not already exist, education authorities would do well to examine the possibilities of establishing them under the sponsorship of the schools.

Fourth, schools need to give increased attention to education for the wise use of leisure. Not only should pupils have opportunities for learning the necessary skills for sports which have carry-over value in adult life, but they need to acquire tastes, interests and skills in many other areas suitable for leisure-time pursuits. The example of schools in Michigan, California and other states in providing camping experience for pupils for a week or two during the school year is worth widespread adoption.

Of course, there should be the closest kind of cooperation between the community groups, both public and private, which sponsor golf courses, tennis courts, bowling alleys, skating rinks and the like.

The reading habits attained under the guidance of the English teacher will, in part, determine the adult use of spare time. The teacher who expected all his pupils to attain mastery of the best of the classical literature regardless of the price may have been successful as, frequently, success in teaching is measured. Still, the teacher who was a bit more sympathetic with the less interested may have conducted classes where good reading was a pleasurable and joyful experience which elicited more of the same. They tell us that the importance of a pleasant first contact is beyond measure. Children who have had an unpleasant experience when they began to learn to swim, even though they become good swimmers, seldom learn to enjoy swimming as thoroughly as others. Similarly, pleasure from reading may have been conditioned by early school experiences.

The influence of the teachers of dramatics, music, art, industrial arts, home economics and even the social studies will be reflected in the selections which former pupils make for the use of their time outside the so-called working hours. It may have been the intense interest in good government, encouraged in Miss X's class, that kept providing the spark and drive which made the community forum a success last winter. The thrill of making a simple set of book ends in the seventh grade industrial arts class may have started the interest that has led to attendance in adult education woodworking classes and the establishing of a home shop.

A community concerned about the emotional, physical and social well-being of its members will offer a wide variety of opportunities for the enjoyment of hours away from the factory, the office, the kitchen and the classroom. It will encourage individuality and keep all recreation on a strictly voluntary basis. The recreation cafeteria, as it were, will have a storage room well stocked with supplies for differing menus. A choice will be available on the counter but the selections will vary from day to day. Each diner will be invited to select a balanced meal with enough of the staple foods to insure a full diet. The vendor of the food is less important than its quality, quantity and variety. It is according to their individual tastes, developed over the years, that the diners will make their choices.

C. D. Jackson

Meet Me in St. Louis

36th National Recreation Congress, September 27 to October 1

FROM THE FIRST thing Monday morning until adjournment Friday noon the first St. Louis National Recreation Congress will be full of features which will challenge the minds and renew the inspiration of America's recreation leaders.

The Congress is most fortunate to have Mr. C. D. Jackson, vice-president of Time, Inc., one of America's outstanding experts on public opinion, to address the opening session.

For nearly twenty-five years Mr. Jackson has been on the very frontier of life—national and international. During this period, and particularly for the last fifteen years, he has been at the center of American leadership working on our international relations: working to help prepare America for its part in World War II; serving later in England, Turkey, North Africa, France and Belgium during and following the war; since then, as president of the National Committee for Free Europe, he has helped to keep alive in the hearts of captive countries the hope of freedom. For the past year he has served as special assistant to President Eisenhower.

As a widely traveled business man and as one of the chief executives, publishers, and editors of that dynamic group of journals, *Time*, *Life*, and *Fortune*, and the new member of that family, *Sports Illustrated*, Mr. Jackson has been close to the needs and desires of people—people in all walks of life, not only in our country but throughout the world.

At the other general sessions the delegates will hear addresses by Dr. Doak S. Campbell, W. G. McGlothlin, Joseph Brown, Joseph Prendergast, George Hjelte and Soichi Saito.

Soichi Saito is president of the National Recreation Association of Japan. As one of Japan's civic and religious leaders, he is well-known for his work in behalf of Christianity and democracy in the Far East. He is general secretary of the YMCA in Japan and has represented Japan in many world conferences on religion, education and recreation. He attended the first International Recreation Congress in Los Angeles in 1932. He addressed the World Conference of Churches last month in Evanston, Illinois.

Dr. Campbell has been president of Florida State University since 1941 and is one of the nation's outstanding educators. He and Mr. McGlothlin, of the Southern Regional Education Board, will discuss the report on "Recreation Leadership and Training Needs in the Southern Region." This study, made by the NRA for the Southern Regional Education Board, will be formally presented to the board soon after the Congress.

As executive director of the National Recreation Association, Mr. Prendergast will report on the state of the recreation movement. Mr. Hjelte, general manager of the Los Angeles Recreation and Park Department, will speak as chairman of NRA's National Advisory Council, which will have its first meeting at this year's Congress.

Joseph Brown of Princeton University is both an associate professor in the School of Architecture and an instructor in boxing in the Department of Physical Education and Athletics. His hobby, creative playground apparatus, will provide the subject for his address.

Immediately following the formal program Monday evening, employees of McDonnell Aircraft Company of St. Louis, famous for their musical and dramatic productions, will present a special entertainment program. This will be just the first of many special features which the creative local arrangements committee, under the chairmanship of the St. Louis recreation superintendent, John Turner, has developed.

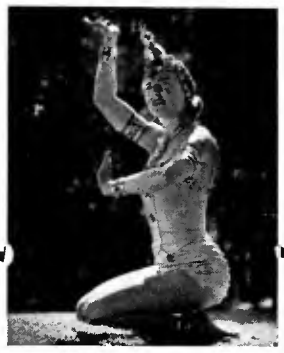
A major change in this year's program eliminates a general evening session on Tuesday. The program for this evening will consist of section meetings and workshops and a demonstration of synchronized swimming by Beulah Gundling, U.S. senior national AAU solo synchronized swimming champion. This demonstration will be held at the Washington University pool and will attract great interest among delegates as well as among swimmers in the St. Louis area. Synchronized swimming is one of the newer recreation activities and it is enjoying fast-growing popularity. Mrs. Gundling is the first woman to hold both the indoor and outdoor solo national titles and she also is the first to hold the national solo championship for five consecutive years. She has appeared in many parts of the United States and in France, Germany, England, Wales, Israel and Bermuda.

A special St. Louis Day is being planned for Wednesday in order to dramatize, for the citizens of St. Louis and St. Louis County, the importance of recreation and the many opportunities which the Congress affords for acquiring information about developments across the country.

The theme of the general evening session on this day will

Soichi Saito

Grace Stanistreet



Beulah Gundling

be "What is the Responsibility of Local Government for Recreation and Parks?" The topic will be developed with specific application to St. Louis and St. Louis County but, as the program is planned, it will have general application and should be a valuable meeting. Questions which will be considered include: What areas and facilities should be provided? What programs and services should be offered? How much should be done by the municipality and how much by the county?

The St. Louis department has undertaken responsibility for the table decorations and favors at the Congress banquet, the theme of which will not be revealed until the banquet doors open Thursday evening.

A new series of meetings on the program this year will be watched with interest: "Recreation in Correctional Institutions." Meetings for town-country, industrial, and hospital recreation workers, and for recreation supervisors, have long since developed into miniature conferences within the framework of the Congress itself; and these meetings, together with the executives' sessions which will break up into smaller groups, are concentrated again on Monday. New recreation executives will have still another opportunity to meet together and discuss their problems at a session on Tuesday afternoon.

Sessions for board members, for senior citizens, and for public relations have been doubled and each will have two sessions instead of one as formerly. The same is true with the meeting on property development and maintenance problems. Interest in these topics has led to allowing more time for them.

Another general topic which will see more emphasis this year than in recent years is that of sports, with a meeting on sports clinics, one on sports problems, and a third on competitive sports for girls and women. This latter topic has been somewhat controversial and it is hoped that discussion at the Congress this year may help to clear up some misunderstandings.

J. J. Donovan, associate director of the Civil Service Assembly of the United States and Canada will talk on job analysis at the meeting on this subject. At the meeting on urban redevelopment, the Division of Slum Clearance and Urban Redevelopment of the Federal Housing and Home Finance Agency will be represented.

Both resident camping and day camping are included in this year's program because of the steady rise in interest in both of these meetings.*

While husbands are busy at meetings, wives may choose activities for their days from the program which is being worked out by the local arrangements committee. Details concerning this program will be available when the Congress opens, and a report will be sent in advance of the Congress to all wives who let us know that they are planning to come to St. Louis.

Demonstrations will be conducted during the week by Miss Grace Stanistreet, director of the Children's Theatre at Adelphi College in Garden City, New York; by Miss Helen Hartwig, physical education instructor at the Pershing School, University City, Missouri; and by members of the NRA leadership training staff. Miss Stanistreet will head up the drama workshops on Tuesday and Thursday afternoons and she will also take part in the section meeting on the recreation activities program. Miss Hartwig will demonstrate rhythmic games on Tuesday afternoon with children from the University City schools. Mr. Staples, of the NRA staff, will direct workshops in his specialty—arts and crafts —Tuesday and Thursday afternoons and Tuesday night. Social recreation training sessions will be available Monday morning, Tuesday and Thursday afternoons and Tuesday night.

St. Louis is an active center for SPEBSQSA and it is expected that barber shop quartets will be harmonizing in every available corner throughout the week.

Two of the outstanding points of interest to be visited on the recreation tour are Shaw's Garden and St. Louis' world-famous Forest Park Zoo. Shaw's Garden contains the largest collection of plant life in the western hemisphere and ranks second only to the famous Kew Gardens of England. Delegates will be allowed about thirty minutes at this stop. The stop at the zoo will be an hour in length and will feature the chimpanzee show, one of the most entertaining features of this or any other zoo. Special arrangements have had to be made by the St. Louis commissioner of parks and recreation, Palmer Baumes, since this show normally closes immediately following Labor Day. Commissioner Baumes stated that the chimpanzee performance is internationally famous and is the only show, as such, in the world. It features

* Good background reading: Day Camping Issue of RECREATION, March 1954.—Ed.

about fifteen of these animals, and six trained ponies, and is witnessed by something over three million people per year. It has been the subject of many newsreels, and pictures of it have been shown in every country in the world. In the show itself, the acts include roller skating, motorcycle racing, riding bicycles and unicycles, a band act in which they play various instruments, do usual trapeze work and the like. It is truly an outstanding performance.

The local committee is arranging for a Congress message center where delegates can receive mail and messages right in the midst of all the activities.

The busy Congress press room will again offer many services to delegates, including a daily round-up news release. This release will be available at nine o'clock each morning, covering the previous day's activities, and can be picked up then and mailed to hometown newspapers. Last year's hometown photograph service worked out so successfully that plans are being made for offering an opportunity for special news photographs again this year. If interested, get in touch with the press room immediately upon your arrival so that an appointment for your picture can be made.

The Jefferson Hotel is well suited for a National Recreation Congress since all of the public rooms are on the mezzanine floor and the floor immediately above. Congress registration, a consultation center, the St. Louis local information booth and the exhibitors will all be located on the mezzanine floor. The secretary's office and the press room will be on the floor immediately above and meeting rooms are located on both floors.

Registration badges will be required for admission to all Congress functions. Delegates are urged to register as soon as possible after the registration desk opens on Sunday noon so as to get ahead of the large crowd which is always on hand to register on Monday.

Congress Exhibitors

Exhibitors of commercial products and services will have booths on the mezzanine which will be readily accessible to all delegates.

The exhibits will open officially on Monday morning and will be open daily until 6:00 P.M. except on Friday when the Congress adjourns at noon. A special pamphlet concerning the products and services on display will be given to each delegate who registers.

The list of those companies and organizations who will have exhibits is given here; and delegates will be looking forward to greeting old friends and meeting new ones among this year's exhibitors.

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MEET US IN ST. LOUIS

AMERICAN ART CLAY COMPANY
Indianapolis, Indiana

AMERICAN PLAYGROUND DEVICE CO.
Anderson, Indiana

AMERICAN RECREATION SOCIETY
Washington, D. C.

ASSOCIATION FILMS
New York, New York

BANBALL
Elmhurst, New York

BERLIN CHAPMAN COMPANY
Berlin, Wisconsin

THE J. E. BURKE COMPANY
Fond du Lac, Wisconsin

CHICAGO ROLLER SKATE COMPANY
Chicago, Illinois

CLEVELAND CRAFTS COMPANY
Cleveland, Ohio

THE COCA-COLA COMPANY
New York, New York

DENNISON MANUFACTURING COMPANY
Framingham, Massachusetts

DUDLEY SPORTS COMPANY
New York, New York

FELT CRAFTERS
Plaistow, New Hampshire

GAME-TIME, INC.
Litchfield, Michigan

THE HANDCRAFTERS
Waupun, Wisconsin

HANNA MANUFACTURING CO.
Athens, Georgia

HILLERICH & BRADSBY COMPANY
Louisville, Kentucky

EARL H. HURLEY ASSOCIATES
Corry, Pennsylvania

KALAH GAME COMPANY
Dorchester, Massachusetts

MAGNUS BRUSH & CRAFT MATERIALS
New York, New York

THE MIRACLE WHIRL SALES COMPANY
Grinnell, Iowa

W. R. MOODY GOLD STAMPING CO.
Burbank, California

NATIONAL BOWLING COUNCIL
Washington, D. C.

NATIONAL PARK & RECREATION SUPPLY COMPANY
South Haven, Michigan

NATIONAL RIFLE ASSOCIATION
Washington, D. C.

NEHI CORPORATION
Columbus, Georgia

PEPSI-COLA COMPANY
New York, New York

PLAY SCULPTURE COMPANY—A DIVISION OF CREATIVE PLAYTHINGS, INC.
New York, New York

RADIO CORPORATION OF AMERICA
Camden, New Jersey

RAWLINGS SPORTING GOODS COMPANY
St. Louis, Missouri

THE REX CORPORATION
West Acton, Massachusetts

SOCIETY FOR THE PRESERVATION AND ENCOURAGEMENT OF BARBER SHOP QUARTET SINGING IN AMERICA
Detroit, Michigan

SQUARE DANCE ASSOCIATES
Freeport, New York

SUN AIRED BAG COMPANY
Sunland, California

Pride of accomplishment through skill is evident as these boys, Rick, Mike and Chuck, hang the drapes which they made for eighth-grade boys' homeroom.

Elizabeth A. Ludwig

The "fun" aspects of cooking are stressed in most home economics classes. Many schools now offer this course to boys as well as to girls.

The study of industrial arts is replete with opportunities for learning leisure-time pursuits. Above, University High School girls cooperate in project.

THE ACCEPTANCE of education for leisure as a worthy objective of the secondary school poses a problem to school personnel who are genuinely interested in meeting their responsibilities as educators. A broad extracurricular program provides a partial answer, but it does not necessarily include all of the boys and girls who want to participate. For reasons which cannot be taken up here it may actually exclude students who most need to learn leisure-time skills.

Is the secondary school, then, without any other opportunities for providing leisure-time education? Interested teachers in many of the traditional subject areas could point to experiences which their fields provide that are directly related to recreation activities in which individuals and groups often engage. There can be no question that many of the skills and knowledges taught in such areas as art, music and physical education, are important preparation for the recreation life of the individual. But what of the other high school subjects? Are there opportunities for experiences within these areas which have implications for leisure-time education?

In an attempt to answer the foregoing questions, a study has been made of the contemporary secondary school program in which each subject area was evaluated separately. As a preliminary, seven objectives of education for leisure which could be used as criteria for the evaluation process were established. These objectives were based on fundamental needs of individuals that could be met, at least in part, in leisure time, and included provision for skills and knowledges in (1) creative activities; (2) cooperative group

Pointing up the implications in school subjects for after-school recreation.

OPPORTUNITIES *within the secondary school program for education for leisure*

experiences; (3) activities providing for competition and achievement; (4) big-muscle activities adapted to individual needs; (5) experiences in nature and the out-of-doors; (6) activities that could be used in one's leisure hours alone; and (7) activities that provide complete change and temporary escape from the pressures and routines of daily living.

The results of the study indicate that all of the high school subject areas have within their present course-content many and varied opportunities for providing experiences which include the learning of skills and knowledges in leisure-time activities. It would be impossible to summarize the possible contributions of all the subject areas in an article of this type, but a few illustrations should serve to indicate the tremendous opportunities of the present secondary school program for meeting its objective of education for leisure. The areas of art, music, and physical education have been purposely omitted since their specific contributions have been generally recognized. Rather, it will emphasize those areas in which possible contributions to leisure education seem less obvious and fewer in number.

English and Speech—The more apparent opportunities in this area are those in recreational reading, creative writing, story telling, dramatics, play production, public speaking, debate and panel discussions. Less obvious are those experiences in arts and crafts included in such activities as the making of original drawings of characters from literature, the study of art principles as applied to journalism or as part of a unit in developing avocational interests, handcraft projects such as theatre models and costume design, the various aspects of art used for special prepared talks or as a subject for a research paper and the like. Community and school service projects including service to the school library and office, contributions to the school and community newspapers and similar activities provide for training in activities which may be carried on into leisure-time. Units such as enjoying nature, reading stories dealing with nature, field trips as parts of units on conservation, oral and written reports on nature hobbies, gardening, and outdoor living and

camping may also be included in English courses. Further leisure-time activities related to specific units may include collecting hobbies, dance and music illustrative of various periods of literary history, social recreation such as quiz-type games, charades and the telling of anecdotes, sports writing, units or projects on travel and so on. Actually, the breadth of activities may be as great as the interested teacher will encourage, since student interests are used for many oral and written projects.

Mathematics—Skills and knowledges in mathematics related directly to leisure-time activities include those taught in drawing, lettering, design and architecture. Mathematics is also related to the development of such hobbies as model construction, woodworking and elementary surveying. The

Dr. Elizabeth A. Ludwig *is associate supervisor of physical education at the University of Michigan, Ann Arbor.*

Senior play selection committee. Encouraged by English department, students' interests lead to many class projects.

making of models from clay, soap, plastic and similar materials may well lead to recreation activities in this area. The use of mathematics in interior decorating, home design, costume design and garden planning are further possibilities for the encouragement of leisure-time activities. Mathematics is also related to scientific experimentation in chemistry, astronomy, physics, navigation, machinery and so on. Mathematical recreations such as "brain teasers," puzzles, chess and card games are valuable for the teaching of mathematical principles as well as for their leisure-time interests. The reading of biography, history, scientific books and current periodicals is also suggested. The collecting of coins, stamps, illustrations of symmetry found in nature, architecture, jewelry, pottery and so on may well lead to the development of a leisure-time hobby. An interest in travel may be generated by a study of the architecture of other countries as well as a study of the influences of the early Egyptians, Greeks and Romans on the development of mathematics. In a unit on consumer mathematics, activities may include actual trips to scenic and historic places.

Science—Many of the leisure-time skills and knowledges which may be taught in science classes are apparent to anyone who knows the curriculum. Biology, general science and astronomy present almost unlimited opportunities in nature study and hobbies—bird lore, animal lore, insect collecting, wild flower conservation, beekeeping, meteorology, climate and similar activities. Scientific experimentations in biology, general science, physics and chemistry are replete with opportunities in the type of activity that may be carried on during leisure hours. Radio, electronics, photography, home mechanics, plant and animal breeding, electricity, weather and climate are but a few of the specific areas suggested. Less apparent, perhaps, are scientific reading; opportunities for drawing, etching and photography; the construction of models, map making; camping and outdoor activities such as group hiking, exploring, primitive camping and field trips of all kinds; opportunities for community service by cooperation in making health surveys, and in campaigns to eliminate rats and flies, and similar activities; the study of music in physics; the development of an interest in travel through the study of transportation, trade routes, map reading, and the life and customs of peoples in other countries.

Social Studies—Significant opportunities for experiences in drama and speech, literature and human relationships are present in the social studies program. Dramatizations, debates, forum discussions, panels, mock elections, radio programs, pageants, recreational reading in biography, historical fiction, the writing of original plays, radio scripts and editorials are all activities that have leisure-time value. The study of patterns of culture, skills of good citizenship, self-government in the classroom, trips to courts, police stations and local industries all contribute to skills in human relationships. Art skills and knowledges may be encouraged through the study of art and architecture of various peoples and periods in history, the drawing of cartoons, the construction of models of homes, furniture and villages, and the making of posters, maps, pictographs and so on. Social recreation, including folk dancing, music and the songs of other nations, may be part of the study of the culture of peoples. The collecting of stamps, coins, pictures, clippings, flags, dolls and craftwork may encourage collecting hobbies. Participation in community activities and the giving of service is also emphasized. Interest in travel is encouraged by excursions to historic spots, discussion of travel experiences, correspondence with people of other countries and reading about places of historical interest.

Foreign Languages—Significant opportunities in foreign languages for presenting leisure-time skills and knowledges occur in the areas of human relationships, literature and travel. Projects such as the sending of boxes of food and clothing to war-torn areas, corresponding with foreign students and the use of other meaningful materials for developing insights and understandings are important in encouraging interest in other peoples. Reading in geography, mythology, history, travel, novels—in both English and the foreign language—encourages recreational reading and an interest in travel. Opportunities for teaching of art principles and skills occur in the study of foreign architecture, painting and sculpture; music activities suggested are the singing of folk songs and the study of foreign composers and their music; drama and speech activities include play production, pageants, radio programs, puppet shows, fairs and fiestas; folk dances, foreign games, quiz games, anagrams and other social recreation may be used as supplementary activities; and the collecting of post cards, coins, stamps, maps and photographs may encourage the development of a collecting hobby.

Business Education — Although business education is largely a vocational subject area, it may contribute incidentally to leisure-time skills such as art, the principles of which are taught in advertising and display. Drama and speech activities used are dramatizations, debates, panel discussions, radio programs and mock trials. Community service is encouraged in such activities as service to the community chest and other welfare groups, and assistance to school organizations where business skills are needed. Units on travel are included in a number of courses in business education. Arts and crafts used as supplementary activities include the making of posters, models, costume and textile designs; and opportunities for some scientific experimentation occur in consumer economics. A number of state courses of study include a unit on recreation for the course in consumer economics. The importance of recreation in the full life is considered and many of the above activities are studied from the point of view of their value to the individual and to society.

Home Economics—Opportunities in home economics for the teaching of leisure-time skills are many and varied. Home economics contributes heavily in the arts and crafts area with such activities as the making of toys, furniture, hooked rugs, wall hangings, lamp shades, book ends, waste baskets and so on. The "fun" aspects of cooking, sewing, needlecraft, flower arrangement and gardening are also stressed. Social recreation activities include the planning for parties, the making of game kits for families and similar projects. Dramatics and speech activities consist of dramatizations, skits, radio programs, panel and round-table discussions. Outdoor and camping skills such as outdoor cooking, fire-building, group hiking and participation in the school camping program, and community service activities including participation in clean-up campaigns, improving housing conditions, health projects of all kinds, voluntary care of children, the repairing of toys and assistance at community parties for children all may develop similar interests that can carry over into the individual's recreation life. Several state courses of study recommend entire units on recreation as part of the home economics course.

Boat building in industrial arts may lead to life-long enjoyment of boating, of building, or of the creative process.

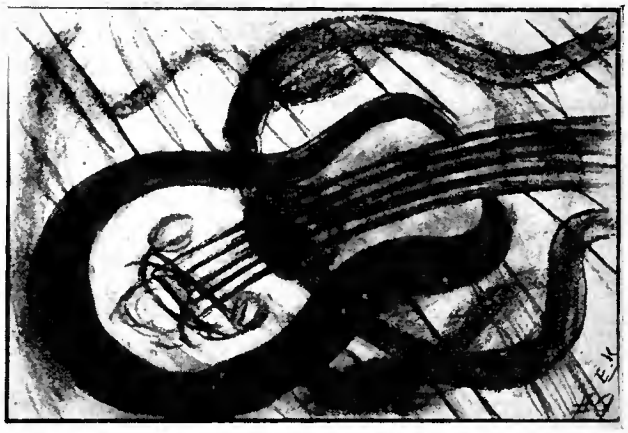
Industrial Arts—As in the field of home economics, industrial arts courses are replete with opportunities for the teaching and learning of leisure-time skills. Art skills such as drawing, design, etching, lettering, and manual arts and crafts such as lapidary, ceramics, plastics, leatherwork, carving, silk screen, woodwork, metal work, radio construction, printing, automotive and engine mechanics and electricity are illustrative of skills taught in industrial arts. The skills of boat building and archery equipment construction may lead directly to an interest in sports and outdoor activities. Experiences in nature study may accompany the study of woods and such topics as reforestation, growth of trees, and our state and national forests. Courses in stagecraft and the construction of marionettes and puppets may encourage an interest in dramatics. Opportunities for scientific experimentation are recommended in radio, electricity, electronics, photography and the like. Community service may be encouraged through the production of posters, letterheads, tickets, programs, and the construction of equipment needed for other school activities, or for similar activities for community and welfare organizations.

In the foregoing discussion, subject-matter content only is considered. *How* these experiences are presented so that their importance is understood by the student, the values to be derived from the learning experiences, and the relationships with opportunities to be found in community recreation programs and the programs of private and semi-private agencies is of equal importance and must be considered by the teacher.* Furthermore, there is a need for further investigation of the individual subject-matter areas and the extracurricular or co-curricular program by the teachers concerned in order to discover every possible opportunity for education for leisure in their own schools and communities. The seven objectives for leisure education listed earlier may serve as criteria for this intensive evaluation. They may also guide interested educators in their efforts to give all students the rich background in the leisure-time experiences which are essential to full and complete living. The present secondary school program has practically limitless opportunities for the teaching of leisure-time skills. Whether they are taught and how they are emphasized is the responsibility of the educators concerned.

* And recreation leaders. School and recreation people could work together on this.—Ed.

PARDON ME WHILE I PAINT

Peter Fingesten



Guitar developed from the charcoal doodle drawn by a twenty-two-year-old social worker.

DON'T EXCUSE yourself. Take a brush and go to it. Every person is endowed with a creative potential. This can be developed to be the source of constant inspiration and joy. Adult education points the way to the exploration of our artistic capabilities, regardless of age.

The mature person in particular should be encouraged to pursue the marvelous gratifications to be derived from work in one of the arts. In France every doorman paints. In Italy the best arias are sung by barbers and fishermen. This contributes to their happiness as well as to the culture of their country. After all, it is more fun to model ash-trays or paint apples than to spend time on some analyst's couch.

Adult art education has great therapeutic value. The motivations which bring a student to the class are secondary to the results obtained. Surely the advantage of creating a painting or sculpture which the student can take home and show others places art classes in a favored position. In no other field of endeavor can the student feel such accomplishment and pride as in art activities.

I have found that amateur artists are in a class by themselves. They paint for pleasure and relaxation. They are non-competitive and can become better adjusted to themselves and to society. To me, the adult student is the ideal student. He brings a lifetime of experience to the class. He is cooperative and willing to experiment. He will not fritter away his time in useless activities but wants to reach his goal by the means best suited to his purpose. As a matter of fact, I have learned as much from my students as they have learned from me.

At Pace College we have worked out a new teaching technique with hundreds of adult students that engenders rapid progress. Since every person has doodled or can doodle, at the phone or at his desk, we take this as the initial step. The student uses a piece of drawing paper and some charcoal. The paper is divided into four equal parts, and a doodle is drawn in each section. The most important lesson at this time is not to encourage the students to draw with geometrical lines or angles but to express themselves organically with curves and rounds. By the fourth doodle on sheet number one, the student has automatically eliminated useless lines and has arrived at a creditable pattern. He now selects the most interesting drawing from sheet one and develops it on a larger scale on sheet two. He may either continue with charcoal or begin using color which he selects to retain a unity of design and color.

Doodles flow naturally from the hand and are extremely suggestive. One discovers in them faces, figures, landscapes and compositions. By the third rendition of the original doodle, the student will strengthen only those lines that suggest a form or composition, and will leave out all other lines. In this manner, drawing technique, association of ideas and forms, as well as the use of color, are rapidly assimilated. After these experiments the student continues with compositions of his own choice, gradually adding shadows, texture, new colors, and various media. Whenever the flow of ideas runs dry we return to the doodle and its unlimited associations. Some of our students are so fascinated by this approach that they doodle whenever they can—the housewife while cooking, or the banker who, forgetting himself, signs checks with a doodle.

Nothing is as rewarding as the contemplation of the work of one's own hands. There is a great physical and spiritual release in art activities which leads to peace and contentment. For example, the immediacy of the doodle reveals much of the student's personality and enables him to develop his own artistic style much faster. But, in addition to creative joy, classes in the various arts give fellowship that stems from mutual assistance, criticism and the constant process of inter-learning.

Most adult students discover not only art, but themselves. The potential creative capacity which exists in every human being is released through the democratic practices of adult education.

MR. FINGESTEN, *a teacher at Pace College, has had shows in New York and in other cities here and abroad. In 1948 he received the Tiffany grant for sculpture.*

Reprinted by permission, New York Adult Education Council, from *20th Anniversary Yearbook of Adult Education*, 1953. Price $2.00 from the Council, 104 Fifth Avenue, New York 11.

PHILATELISTS SHOULD HAVE A HOBBY

Joseph C. Horan

The current civil war which is raging between topical collectors and other lovers of stamps is taking on proportions of a major struggle. Scott's monthly magazine* tries to give both sides of the story. Accusations and name-calling from each faction fill the air. The topical collectors who are Johnny-come-latelys have a strong organization in the topical association. They think that their way of collecting stamps is more fun than that which the old-time philatelic associations advocate. They know that their method is much easier and requires much less study. They do not care if it is not very scientific. They think it tells a story by the use of postage stamps of the world depicting whatever topics they are interested in. The topical collectors' equipment is much more simple than that of the serious philatelists. Some topical collectors do not even know what a postmark detector outfit is, and not many of them own a perforation counting gauge. To them stamps are pictures printed on paper, and they usually do not know that there is a difference in the kinds of postal paper used. As to minor varieties, they think those are a musical revue put on by the junior class of the local high school. They need no extensive philatelic library of expensive and highly specialized books. Give them a last year's or even a more obsolete catalog and they are in business.

The hobby that they have selected gives them entertainment, relaxation, and a whale of a lot of fun. They can tell the stories of their jobs or the companies they work for or their professions or avocations by picking out stamps that picture things that are topical and pertinent. If they work for Lilly Daché or Mr. John, they can collect all of the women's headgear that appears on all of the stamps of the world and make a very interesting topical collection. They can be railroad men and show pictures of the old log-burners or the latest diesel engines on stamps of all the world. If they are volunteer firemen, they can get stamps showing pictures of fire wagons. If they are zoologists or work for the Museum of Natural History or the Bronx Zoo, they can get almost every animal in the world pictured on a stamp.

Yes, there is something to be said for topical collecting. As a matter of fact, it would be an ideal hobby for a serious philatelist to have for relaxation after his strenuous and arduous work as a scientific philatelist. There are even stamps showing the making of postage stamps and others depicting the designing of postage stamps and others portraying collectors working with their collections. Without too much expense, the serious philatelist who makes a new hobby of topical collecting can get a collection of the first issues of many countries as they are commemorated by reproductions of their first stamps at their hundreth or eightieth or seventy-fifth anniversary. The serious philatelist, who has to wait a long time to accumulate enough money to buy that elusive rarity which he does not have and then has to wait a longer time until that stamp comes up at auction, can have a lot of fun whiling away the time by making a topical collection of almost any subject—the bridges of the world, the entire development and manufacturing of airplanes or a collection showing almost every type of plane that has ever been flown can be assembled.

Sheep raising, cattle raising, race horses, and all the thousands and thousands of different kinds of occupations of men offer a fertile field for the imaginative topical collector. A Metropolitan Life Insurance Company employee could collect and depict all the varied activities of his own company or even his own division or section. A fine collection can be gotten together showing the activities of the health and welfare division, the law division, the medical division, or the investment division. Practically every industry in which the company invests money has some sort of postal reminder. There are hydroelectric plants, factories, automobile building assembly plants, manufacturing of every type, public roads, housing developments, mining, the oil industry, tankers—the choice is very wide.

For the glee club, there are many pictures of singers on stamps which you could collect. The players' club members have a wide choice of pictures of theaters, actors and scenes from plays and operas, all on postage stamps. The members of the athletic association could cover all of the hundreds of types of athletes who are portrayed on stamps. They could have an international field day showing track meets, Olympic games, baseball, basketball, swimming, diving, and every other athletic activity, by assembling that kind of topical collection. The only rules that will limit the topical collector are that he have a topic to depict in his collection, and that he have a fairly fertile imagination.

So, if any of you serious philatelists want to have a party, why don't you take up topical collecting as a hobby?

* *Scott's Monthly Journal*, published by Scott Publications, Inc., 580 Fifth Avenue, New York 36.

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Recreation Educatio

FIRMLY CONVINCED that recreation should involve experiences more creative than staring at television in a hypnotic trance, American educators have been taking active steps to bring rich, dynamic recreation programs into the school, beginning at the elementary grade level.

This article is a sampling of some types of leisure-time activities being provided in the California elementary schools, with which I am familiar. I wish to emphasize, however, that noteworthy activities are taking place throughout the country. Because of space limitations only a few of the hundreds of excellent programs in California can be mentioned.

Let us start with a look at the Jefferson School in Fresno. Here, club activities replace ordinary studies every Monday afternoon starting at two-thirty. Clubs can be kept to a maximum size of twenty because primary teachers whose classes have been dismissed for the day supplement the grade-school teachers as club sponsors.

Visitors, who are always welcome, are fascinated by the variety of absorbing pursuits, which include handcraft, stamp collecting, puppets and marionettes, square dancing, cooking, travel discussions, cartooning, and the making of model airplanes.

Boys and girls in Sacramento schools enjoy frequent trips to both the Junior Museum, which has an excellent collection of live animals, and to the Crocker Art Gallery, where special classes are organized for them. Hundreds of Sacramento children each summer participate in music classes—which lead to the organization of several junior bands and orchestras.

Many films are shown on nature, travel, and recreation. English classes promote recreational reading, traveling libraries operate during the summer. The school shops specialize in skills that can be used in leisure-time crafts.

In the schools of Burbank, children learn techniques of making murals, illustrations, or paintings; develop collections of stamps, rocks, flowers, or leaves; learn to weave, sew, and dye; construct models in wood; or have experiences in dramatization and dramatic play—to give an incomplete list.

The Santa Barbara schools have long regarded recreation as one of the basic functions of human living. Arts and crafts, physical skills, social graces, sportsmanship, constructive use of facilities at school and in state and federal parks, and individual counseling are emphasized.

Every visit to the Long Beach schools discloses further evidence of excellent work. In the social-studies unit one may see children handling tools and working with wood in creating their Indian villages, covered wagons, and pioneer forts. In the Chinese unit children learn the rudiments of clay work and glazing. They make cheese and imitation Swiss carvings in the Swiss unit.

A close administrative relationship between community recreation and the schools in Long Beach guarantees that skills learned through instruction are continued in the recreational patterns for both school and post-school use.

The Roosevelt School in San Diego is in the process of developing an outdoor fireplace, of considerable proportions, which will provide boys and girls with some outdoor cooking experience. Students are taking an active part in construction of the fireplace and adjacent play areas, under supervision of technicians. Funds have been provided from graduating classes and other sources. The area will also offer horseshoe and shuffleboard courts, a picnic area, and a council ring.

In the Oakland schools various study units involve experiences and instructions which later become firmly imbedded in the leisure habits of children. Many of the folk dances are worked out along with social studies and classroom art. For example, a study of Mexico involves dancing, costumes, cultural patterns, reading, and other items peculiar to that country.

An extensive instrumental music program is carried on. There is an outdoor natural-science laboratory in one of the nearby regional parks with a full-time school employee. Children are taken on field trips to this area for a program related to elementary science. The study of animals, birds, flowers, and trees is emphasized.

Student Recreation Leaders

Journeying up through beautiful Sonoma County, north of the Bay area, one finds two excellent programs in action, both well away from the population centers. At Mount Vernon School, a four-teacher school with grades one through eight, a leadership program has been in existence for three years. Seventh- and eighth-graders volunteer their services. It is their function to present games and activities at the noon recreation period for all pupils—a responsibility thus far shared by every member of these classes.

Activities are learned at planned meetings between child leaders and teachers. One boy and one girl serve for a week and provide leadership for children of the first through the fourth grades. At the end of the week an evaluation period takes place. Written comments from these student leaders are very interesting and indicative of their level of maturity.

A short distance away, at Guerne-

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Louis E. Means

or Children

THE CHILD. Her destiny lies in your hands. Play is a way of learning, an important part of living.

ville, a new program shows great promise. Now in its first year, it is exemplary of the fine things that can be accomplished in the smaller community. Every Saturday, from 9:30 A.M. until 4:30 P.M., the principal and one teacher attract from ninety to one hundred and twenty of the possible two hundred children from kindergarten through grade eight in a program that includes, among other things, volleyball, bike races, kickball, tag games, relays, flag football, softball, and basketball. Skills in these are taught in regular classes.

Children bring their lunches and eat together in the school cafeteria. Movies are shown after lunch. Latest developments include tea served to mothers by the girls and recreational activities for mixed groups of parents and children. Community response to this fine project has been excellent.

Camp for Handicapped Children

Physically handicapped children from Butte County schools were flown by plane to the children's camp in the Santa Cruz Mountains near the ocean, where limited physical education and instruction in the natural sciences became a part of the two weeks' experience in outdoor education. Similarly, specific instruction becomes woven into learning and recreational experiences in the many school-camping and outdoor-education projects throughout California.

Almost Everyone Learns to Swim

Visitors to Shafter Elementary School are amazed at the excellent things to be seen in that smaller community. A wonderful triple-type swimming pool is a part of the elementary-school facilities. Here every boy and girl from kindergarten through grade eight receives swimming instruction seven months out of the year. Upper-grade boys and girls assist as student leaders with younger children. Every child is required to take swimming unless medically excused.

Skills in volleyball, paddle tennis, croquet, shuffleboard and many other activities are taught in classes of mixed groups, again assisted by student leaders. The noon-hour program attracts over eighty-five per cent of the children for co-recreational play in the activities previously taught. All the activities are those that can also be enjoyed in later adult years.

Adults Help with Work Project

In the city of Redlands a new program got underway this year after long months of planning and study. Children and adults combined to construct large numbers of games and recreational equipment. Student clubs and groups focus on playground and school safety, games leadership, tournament supervision, and many other aspects of the program. A new participation emphasis has grown in that city because of the many and varied opportunities given children for leadership and planning.

I was never more agreeably surprised than when I visited the small and somewhat isolated schools of Inyo County, tucked high up near the western edge of the High Sierras, where I saw the first coeducational and co-recreational activities taking place day after day at all grade levels. This excellent program is building wholesome boy-girl relationships.

A few miles across the Sierras another mountainous and thinly populated area in Calaveras County has exemplified what teachers and children can do together to provide play experiences under difficult circumstances. Combination play days have been held, and teachers and children learn skills together.

In Pasadena, play directors for both boys and girls visit school playgrounds each week for the express purpose of teaching new skills and stimulating interest in coming events. This city also provides workshops for all kinds of skills, in addition to dance classes, dramatics, and music clubs.

After watching dozens of these stimulating and resourceful programs in action, I am happily convinced that the youngsters now in our California schools will never be at a loss for something interesting to do with their leisure time.

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Talk delivered at the Hospital Recreation Institute sponsored by New York University and the National Recreation Association, January 1954.

PROFESSIONAL LEADERSHIP IN HOSPITAL RECREATION

Dr. Edith Ball

To those in the profession, a professional hospital recreation leader is clearly outlined; but to many of our associates our contours are fuzzy and blurred—they are not quite sure who or what we are. It is perhaps a little like the story that is told of John Barrymore who, at the height of his fame went into a Hollywood shop, purchased some articles and said, "Charge it as usual." The clerk asked, "The name, please?" He answered, "Barrymore." The clerk asked, "And the first name?"—to which he replied frigidly, "Ethel." This seems to represent some of the kind of confusion that exists in relation to the professional recreation leader.

In our world of today, we see a new phenomenon developing, recreative activities have become part of the life of every individual. In a recent article[1] one finds this statement: "The awe-inspiring spectacle that the figures reflect is the birth of a new leisure class, not a minority that gives all of its time to play, but a majority that gives play part of its time." This is largely an earned leisure, a time when the worker seeks to find refreshment for mind, body and spirit, a refreshment which he does not usually find in the routine work by which he has earned his leisure.

When a person is hospitalized, he is still the same person, but now, instead of working for wages he is working for a recovery of the greatest possible use of his physical and/or mental capacities. When this work (the treatment procedures) is finished for the day, the individual has earned leisure which he needs to use fruitfully to round out his life and help him to retain an integrated total personality. A productive and worthwhile use of this leisure will help him to gain a refreshment that will make it possible for him to return to his work with renewed energy and zest.

In community living we have come to recognize that recreation activities need leadership—leadership that knows how to help *all* people to use their leisure for truly re-creative purposes.

After a half-century of performing leadership functions in recreation in community living, we are beginning to define the leadership roles that we have developed. Generally speaking, there are two major types of leadership, professional and volunteer. The volunteer is usually thought of as the person for whom recreation leadership is an avocation rather than a vocation. The professional recreation leader brings to his job specific skills, knowledge and attitudes. In acquiring these he has been subjected to certain disciplines which have helped him to achieve a mature personality as an individual. This in turn implies that he has recognized that he must contribute to the life of his group rather than absorb life from the group, as is so often the case with the amateur leader. The truly professional leader will view his work as a profession, an absorbing vocation requiring a broad education and a wide experience. At the same time, however, he will understand that to be such a leader he must lead a life of his own if he is to make his greatest possible contribution to recreation. This is an expression of his maturity.

When an individual must change from community living to institutional living he remains the same person but his focus changes. This means that the hospitalized individual needs a type of recreation leadership similar to that which he experienced in community living. One difference, however, may be noted. As indicated above, the hospitalized person shifts his emphasis from a more or less equal focus to a single focus. To this extent, then, he is atypical. From this standpoint then there is a strong indication that there is a need for the most highly trained recreation leadership in hospitals, if the special needs and peculiarities of physically and mentally handicapped persons are to be met. In the hospital setting the professional recreation leader becomes a participating member of the team whose goal is to help the individual live to his fullest capacity with whatever handicap he may have. As a member of this team the recreation leader assumes certain specific responsibilities that are quite different from the responsibilities of those team members who are concerned with treatment processes.

The last few years we have been in the midst of a controversy on whether recreation is therapy. Today, more and more, we hear statements that the tools of recreation *may* be used as therapy, but that recreation as such has a place in the life of the institutionalized individual just as it does in the life of the individual who lives in the more usual type of community. To date, our recreation research has been so scanty that

[1] Larrabee, Eric, "A New Breed of Hobbyhorse," *The New York Times Magazine*, December 27, 1953.

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we have no means of proving that the tools of recreation may be used as therapy. However, we do have enough evidence from the research in the area of basic needs of people to show us that re-creative activities are necessary, in the lives of all people, as a means of changing pace and relieving tensions.

Accepting the assumption that the institutionalized person still retains his basic human needs, we can then assume that this individual also needs recreational experiences as part of *his* total living. What part then does the professional recreation leader play in the hospital and what particular training does he need to play this part?

Primarily, the hospital recreation leader is a leader and a counselor. This indicates his responsibility for helping individuals and groups define recreation goals and chart the methods by which they may achieve these goals. To do this the recreation leader must have an understanding of human growth and development and the ways in which the human organism adjusts to social environment.

The professional recreation leader must also be a teacher, for it is often necessary for the leader, in helping groups to achieve their goals, to teach the specific skills and techniques that are involved. The professional leader needs a broad base of knowledge of skills that will make it possible for him to introduce his group to the particular skills in which they are interested. On this score, many will protest that no one person can know that much. Nicholas Murray Butler once said, "The specialist is a broad person sharpened to a point."[2] Apply this to recreation, and we find that there is a need for a variety of skills, with a depth of knowledge in one or two.

Although an individual may desire to pursue anything from a study of Sanskrit to playing the piccolo as his recreation, we find in the meager research that has been done that the majority of people like to concentrate their recreation activities in certain fairly well-defined areas. For those whose interests lie outside of these circumscribed areas, the professional leader's responsibility is to direct the individual to the source where he can find the activity he desires. This is part of the leader's broad background.

Productive and worthwhile use of leisure will help the patient gain refreshment.

The major areas in which recreation interests are usually centered are arts and crafts, collecting activities and hobbies, dance, drama, language activities —such as creative writing, newspapers and forums — nature and outing activities including all kinds of camping and trips, social activities, aquatics, water activities, and sports and other physical activities. Even to learn basic skills in these areas implies a broad education, some of which will probably need to be part of the professional leader's total skill learning rather than part of his professional training. This means that in the selection of students for professional training we must choose those who have wide interests. When a leader is found who has special talents in one area, he can be more highly trained in this area so that he may become a resource person for a larger group of recreation leaders whose skills are not specialized and who, therefore, have a responsibility for a variety of activities.

In the hospital recreation field we see an application of this. The professional hospital recreation leader must first be a good recreation leader, a person who is mature, who has a wide variety of skills, who understands people and how they function as individuals and as groups; and, *in addition*, he must know and understand the psychological and sociological aspects of handicapped and ill persons and how the usual recreation program may be adapted to their needs *and* to the institutional or hospital situation.

There is also another very important understanding, which the hospital recreation leader must learn, that is entirely peculiar to the hospital situation. In community living, recreation today takes its place alongside of education, social welfare and health. When an individual is hospitalized his life no longer has this kind of balance; it is skewed and one-sided. Treatment of a specific illness is the particular business of the hospital. On this basis, everything else becomes subservient to the treatment process. Recreation is one of those subservient activities. No longer does recreation take its place alongside of health; now it is secondary to health. The recreation leader in the hospital must recognize this and adjust both his personal attitudes and his professional program to it. This is perhaps the most difficult adjustment that the professional recreation leader must make.

To date, the attitudes of the other workers in the hospital have not helped to make this adjustment of the professional recreation leader easy. Too often the recreation leader is relegated to a position of sufferance rather than one in which he is recognized as a member of the whole team. The part that he plays may only be that of a defensive player, but the offense—the treatment group—has no chance to play if they

[2] Butler, Nicholas M., in an unpublished talk to students.

never receive the ball. All must work together. Treatment procedures may be most important, but the whole person is hospitalized, and all facets of his personal needs must be met if the most important one of treatment is to be most effective.

This side of the professional recreation leader's job brings to the fore another aspect of his work. The professional leader must know how to organize and administer the program. When the objectives of the individuals and groups have been defined, the professional leader must be able to help these people to reach their goals effectively, within the framework of hospital living. This means providing facilities, scheduling activities and facilities so that there will be no interference of one group with another, providing equipment or helping people to provide equipment for themselves, financing the program, helping groups to find a means for recognition of their activities, and securing specialized leadership and then supervising it.

Under the general heading of organization and administration certain clerical and maintenance duties need to be included as part of the professional leader's responsibilities. If people are to be served effectively, records must be kept, reports made and equipment kept in repair. Professional leaders need to know how to perform simple clerical and maintenance tasks and where to secure expert help to perform the more complicated jobs.

As we begin to think of the tasks involved in recreation leadership, we begin to see why this particular work is considered as a developing profession. At present it fails to meet all of the criteria which delineate a full profession. Kauffman[3] defined these as: (1) a profession is based on a highly specialized intellectual technique; (2) the professional technique must be capable of communication through a highly specialized educational discipline; (3) the professional technique must be of sufficient social significance and importance to warrant the exercise of some control over it by society, the practitioners themselves, or by both operating together; (4) preparation for and practice of the professional technique so stimulates and occupies the practitioners that they form professional associations for improving its standards and extending public acceptance; (5) the conduct of the practitioners is a matter of concern to the profession and results in the formation of codes of ethics; and (6) within the professions there is a conscious recognition of a spirit of public voice which places social duty as the highest goal of the profession.

Certainly we can see that we have made a start toward achieving all of these criteria, but we are too new to have fully developed our intellectual techniques or defined how these may be communicated. Our greatest weaknesses probably are our failure to conduct the necessary research that would prove our hypotheses and to define the basic training that is essential to produce a professional recreation leader. In both of these areas we have made some progress but we still have a long way to go. The remaining criteria have been attained by the recreation profession in a fair measure. We have professional organizations; there is a code of ethics; some control is exercised over the practitioners as evidenced by the several forms of certification that have been instituted in several of our states; and, currently, social duty is the only goal of the profession, since monetary and prestige values are practically nonexistent.

Because so much emphasis has been placed upon the social satisfactions, and so little upon the monetary returns, it has been hard to attract good potential leaders to this field of study. Recreation is not an easygoing profession, and it is hard to find a sufficient number of people who choose to make it their life work. In an age in which material values rank high as a measure of success, it is difficult to convince people that other values bring more lasting satisfactions. Salaries in the whole field are certainly not commensurate with the demands put upon the professional leader, and in the hospital field they are probably a little less inviting, primarily because they tend to be so much more "dead end" than in the community recreation field. It is possible to become a recreation superintendent in a community, but it is almost impossible to become a superintendent in a hospital.

A vicious circle seems to exist: until people are well-trained there is a question whether salaries should be raised, and until salaries are raised well-trained people will not be attracted to the profession. The only way out of this dilemma seems to be to provide adequate salaries for the few well-trained professional leaders, and to provide subprofessional titles and salaries for those with less adequate training. If this were done it would also be necessary to provide at the same time for some type of in-service training, which would help the sub-professional to gradually improve his capacities to the point where he would be qualified for professional leadership responsibilities and the commensurate salaries. This could not be a short-range program. It would probably take ten years to achieve any results and twenty-five before professional standards could be raised appreciably. However, when one thinks in terms of other professions this is not a long time. Medicine and law have been professions for hundreds of years and are still finding many ways in which to improve their standards. On this basis a twenty-five-year program is a very limited program.

In the hospital recreation program there is probably the greatest opportunity to develop good standards of professional leadership. It is the infant in the recreation family, and the family have now begun to see how they wish to raise their children. Furthermore, the family relations—such as the fields of social work, nursing and medicine—have provided some good examples which the recreation profession can follow, avoiding the pitfalls and thereby progressing a little faster. Every link in the hospital chain, total service for the welfare of the individual, must be strong. Recreation is such a link and, to date, has been a point at which service has often broken down. We need to work together to strengthen this link and bring it to its greatest potential capacity if total, fully effective service is to be given to every hospitalized person.

[3] Kauffman, Earl, *A Critical Evaluation of Components Basic to Certain Selected Professions with a View to Establishing Recreation as a Profession.* Doctoral Study, School of Education, New York University, 1949.

Boathouse being built for model yachts.

Octagonal chess and checker house is gift of anonymous donor.

Recreation Progress in New York City

NO GREAT CITY with comparable problems has done more in a similar period to make highly industrialized urban life not only bearable but healthy, happy, interesting and attractive. . . . Parks are not even second to modern housing in their beneficial influence on city growth and change, and no less dominant than health and schools in their effect upon civic morale." With these words Commissioner Robert Moses concludes a profusely illustrated sixty-four page report recording twenty years of progress in the department of parks in New York City.

The remarkable expansion in the city's park areas and facilities is indicated by a few figures taken from the report. Several great parks have been created. Park lands, which totaled only 14,000 acres in 1934 now comprise 27,000 acres, or considerably more than ten per cent of the city's total area. The variety of sources from which these new areas came—by transfer from other departments, by acquisition of tax liens, by purchase, condemnation and donation, as part of joint programs with schools and housing agencies, in connection with parkways and expressways, and especially by reclamation and filling of waterfront and other neglected properties—bears witness to the resourcefulness of the park authorities.

Central Park merry-go-round, diameter seventy-eight feet.

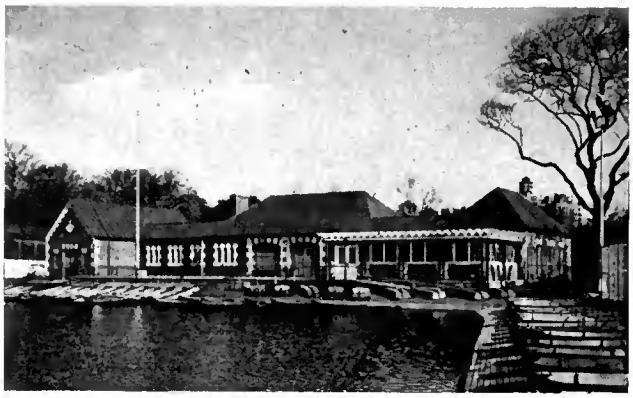
Recreation facilities have increased fivefold in these twenty years. Playgrounds have increased in number from 119 to 597 since 1934 and several others are under construction. Many of these areas are designed to supply recreation to all age groups. Tennis courts have more than doubled, and holes of golf have increased by more than fifty per cent. Athletic fields, picnic centers, bicycle and bridle trails, boat basins and areas for a wide variety of recreation activities have had a comparable expansion. In contrast with two inadequate outdoor swimming pools in 1934, the department now operates seventeen well-constructed facilities.

The reclamation and development of the New York waterfront has been an outstanding achievement. Thousands of acres of new park lands have been created by pushing out the bulkhead line along the shore front, by filling swamps and reclaiming blighted areas. Only two park department beaches with a single mile of frontage existed in 1934; today the city has 16.2 miles of municipal beaches, efficiently designed and operated, and several additional beaches are being planned. Construction of modern sewage disposal plants by New York City, eliminating pollution of its boundary waters, made possible the safe and enjoyable use of the new beaches by the city's millions. A staff of six hundred trained lifeguards, lieutenants and chief lifeguards is employed to safeguard the use of the city's pools and beaches.

Facilities for indoor recreation have been confined primarily to small playground buildings and to a few centers originally built as public baths or gymnasiums. In March 1951, however, the park department opened St. Mary's Recreation Center,[1] the first of a series of year-round buildings proposed for eight congested sections of the city.

A significant development has been the cooperation between the board of education and the park department whereby forty-five playgrounds have been jointly planned and operated. The board maintains the playgrounds during school hours, except for the areas set aside for mothers and

[1] See RECREATION, November 1952, page 336.



Boating enthusiasts will like facilities of the new boathouse.

pre-school-age children, and the park department maintains them at all other times. City playgrounds have also been provided in connection with many of the public housing projects.

A broad program encompassing interests of individuals and groups of all ages has been developed as park lands and facilities have increased in number and variety. A staff of 866 directs and conducts the year-round program. Many of them are organized on a competitive basis with the cooperation, financial support or joint sponsorship of civic organizations, the press and individuals. The department's marionette theatre and its program of summer concerts and social and square dances in the major parks are especially popular.

The park department budget has not increased in proportion to its expanded service—in 1934 it was $6,000,000 and in 1953, $22,000,000. "Most park facilities must be free," states Commissioner Moses; yet, under his efficient management, revenues from rentals, concessions and income-producing facilities totaled $3,000,000. The value to the city of sound park development is illustrated by the high increase in the assessed valuation of nearby property. It is also reflected in the growing number of gifts to the park department. Among these are the Wollman Memorial, a large outdoor ice skating rink,[2] two merry-go-rounds donated by the Michael Friedsam Foundation—one in Central Park, the other in Prospect Park. A boathouse with dining facilities, opened this spring, was the gift of the Loeb family, and another boathouse, also in Central Park, for the storing and servicing of model boats, is being built by the Kerbs family. An anonymous donor provided the funds for a chess and checker house in the park.[3]

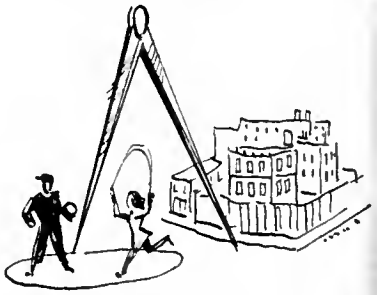
[2] See RECREATION, March 1951, page 539.

[3] See "Gifts to Central Park" in the April 1954 issue of *The American City* which kindly furnished the illustrations accompanying this article.

A more complete story of the growth of the New York Park Department since 1934 will be found in the report entitled *Twenty Years of Progress*, available from the Department of Parks, Arsenal, Central Park, New York, N. Y.

Recess Play Calls for Careful Planning

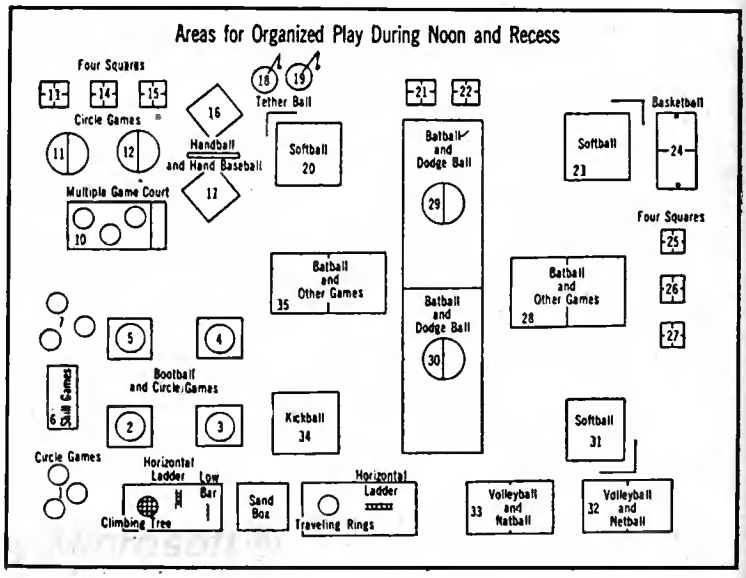
Edwin H. Trethaway



• Today the recess period, as well as the noon period, serves as a laboratory for daily instruction in which skills, rules and techniques of a wide variety of game activities are taught. Crowded school playgrounds in large urban areas, where space is at a premium, have forced many administrators to carefully organize these periods so that each child can be assured of a safe and equal opportunity for participation.

Even in rural areas where space is no problem, organization of play activities provides children with group recreational experiences that would not be available otherwise.

Although such a program requires time and effort at first, once it is under way it will reduce yard problems, including hazardous and mischievous play, to a minimum and lessen the strain of teacher supervision on the playground during recess and noon hours.



MR. TRETHAWAY *is supervisor for physical education and youth services, Los Angeles. The above is quoted from his article "Don't Just Turn Them Loose," which appeared in the* NEA Journal, *April 1954.*

Use of TOTAL RESOURCES *for Recreation and Education*

Charles W. Davis

OUR SCHOOL cafeterias, auditoriums, gymnasiums, swimming pools (of which we have too few), libraries, workshops, and playgrounds, provide essential educational, social, and recreational experiences that are just as important to modern living as the three R's, commonly referred to by the business girl as reading, reels, and radio! Our present concept for one world, the ability to get along with all peoples, to cooperate for the general good, should begin right at home. In this direction, we have made some real progress in many of our California cities. There are two points that should be stressed in this connection: (1) getting responsible school and city representatives together to discuss and plan projects of mutual concern; and (2) designing, planning and constructing schools and municipal buildings and grounds to meet the needs of the community.

As an illustration of the first point, in our town we got the city council, the school board, and the recreation commission together recently. There was a school plot then unused and so, instead of buying additional land, the school board permitted us to use this, the city put up the money and we built a community recreation center. The school board benefited because we put in the building two pre-school children's rooms which are used mornings and afternoons. The neighborhood acquired a splendid new, and greatly needed, community center with gymnasium, locker rooms, showers, snack bar, club rooms, director's office, and so on.

My second illustration points up features we have incorporated in our new elementary schools to provide neighborhoods with recreation and community service. On the playgrounds the supervision by men and women directors is on a year-round basis—on school days from 3:00 to 6:00 and on Saturdays from 9:00 to 12:00 and from 1:00 to 6:00—and their salaries are paid by the school board. We have a special fenced area for kindergarten children and first graders: another area for second and third graders; and a large area for the fourth, fifth, and sixth graders. Playground equipment is laid out primarily for physical education instruction in such a way as to avoid congestion or interference with game activity; and we have hard surfaces. We have planned the arrangement so that there is no interference with classrooms and the school building as the playground is not immediately adjacent to the classrooms. We have an indoor playroom, twenty by ten feet, located off the playground, where the director may keep his supplies, craft materials, and so on, and where on rainy days craft activities may be held indoors.

Toilet facilities, which are important but have been overlooked in a good many buildings, are adjacent to the playground, accessible from the classroom, but so arranged that after school-hours children cannot get into the main building from them.

The community center room, about twenty-four by forty feet, is a part of the main school building. It has a separate entrance from the street and is shut off from the rest of the building so that it may used after school or in the evenings without interfering with any other part of the school. This is a multiple-use room in which, during the school day, we have well-baby clinics, doctors' examinations, instrumental music instruction, and so on; and it has special cabinets where groups may store their equipment separately. After school, the P.T.A., Dads' Club, Boy Scouts, Camp Fire Girls and other neighborhood groups may use it.

Our auditoriums have a level floor with a stage that is accessible from the outside. This facility is available after school for dramatic groups, folk dances, evening school classes and the "late leisure" brought about by industrialization. Why shouldn't we put to use every available public facility in our communities where need and demand justify their use? They belong to the people—to the taxpayers. In addition to their educational use, what better use could they serve than to contribute to the pursuit of happiness?

CHARLES W. DAVIS, *director of recreation and parks in Berkeley, California, made this presentation to the Public Recreation Section meeting of the AAHPER convention in Los Angeles. In April 1954, Mr. Davis received the Tarbell Medallion awarded by Springfield College for "conspicuous service to the college and eminence in field work."*

Anna Browning

Hawaii Calls to TEXAS DEAF STUDENTS

Although juke box may be going full blast, noise offers no distraction to boys and girls playing table games.

NOT LONG ago when a group of about one hundred of our younger teen-agers of the Texas School for the Deaf at Austin, Texas, took over a deserted storeroom for a recreation center and set up some bridge tables and a ping-pong table, they decided to name it "The Hawaiian Room."

Our school was founded in 1856, and with its present enrollment of four hundred ninety-eight is the largest residential school for the deaf in the world. The buildings are very antiquated and there is little money for recreation equipment or supplies. So a glamorous name like Hawaiian Room for an ugly old room with paint peeling from fourteen-foot ceilings, no shades on its ten-foot windows, gaping holes in the plaster and the dust of nearly one hundred years coming up through the splinters and cracks in the floor, seemed ludicrous and incongruous at the time, but it resulted in a challenge to us all.

We wrote to the Hawaiian Visitors Bureau in Honolulu and asked their aid in providing posters or photographs that could be used for murals or other decoration. Their response was amazing and most gratifying. They not only sent us a variety of items, but they contacted the airlines, ship companies, fruit growers, schools and other groups. We were showered with interesting and colorful materials including travel folders, historical prints, souvenir menu folders, wall posters, bamboo wall paper, and even a Hawaiian calendar. For a period of six weeks it was like Christmas, with a different package arriving every day. The children would come in wide-eyed to see where the packages were from and excitedly open them to see what had come that day.

With such an attractive variety of materials, we interested the Junior League in redecorating the room. They were most enthusiastic and the project got under way. The walls were patched and painted "Hawaiian green." The pledges from Sigma Chi, as well as some of our own teen-agers, painted the chairs in gay colors which picked up the colors in the posters. A local business man, a Junior League husband who does woodworking as a hobby, made frames for the prints, and the posters were mounted on cardboard. The Garden Club, with the help of our teen-agers, landscaped a patio near the entrance. A feature writer who was contacted by the Junior League did a complete "before and after" series for local newspapers which attracted much attention.

The renovation and face-lifting created much excitement at the school, not only among the children, but also among the staff and maintenance employees. People from the laundry and the far end of the campus, who seldom came up to our building, dropped in constantly to watch the progress.

MRS. C. E. BROWNING, *member of the Austin Park and Recreation Board, was in public recreation work for fifteen years prior to being employed a year ago in this interesting work as child guidance aide at the Texas School for the Deaf.*

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In their social science class, the boys and girls studied a project on Hawaii giving them a better understanding of the Islands. The Riverside School in Honolulu wrote to ask that we exchange scrapbooks with them, and already we have received our first book very attractively bound in tapa paper.

The publicity from newspaper and radio created a great deal of community interest which resulted in several important gifts that aided in furnishing the room. More than anything else, many of our teen-agers wanted a music box for their dances. Previously, most of this group had nothing to do after school except to wander around the campus or sit in their dormitories. An eighty-three-year-oldster who saw the newspaper stories became very interested in the project and provided us with a very fine juke box, complete with neon lights and twenty-four records especially selected for the deaf. Music with strong rhythms is used so the children can feel the vibrations through the floor. In the afternoons some enjoy sitting close to the juke box with their hands on the machine so that they can feel the music.

Recently, the American Legion gave us a handsome console TV which is a much-needed addition. Even though they do not hear the speaking, the children are fascinated by the pictures and derive much pleasure from it.

Everyone is very enthusiastic over this project because it is a recognized fact that deafness is the greatest of all educational handicaps; and one of the outstanding effects of deafness is the retardation of social development. This fact emphasizes a great need for a well-rounded recreation program which will provide a better acquisition of social skills as well as an opportunity to develop inner resources.

The "Hawaiian Party" which featured the grand opening was a happy affair for the teen-agers and the large group of people who had helped to bring a dream to reality. The girls made colorful leis and the local florists provided corsages for the six who were hostesses. As they are our younger teen-agers, they had never had corsages before and did not even know the word. The children having oral abilities learned to say the word "corsage." The manual group promptly learned to spell it on their fingers and made up a sign for it. The United Air Lines' Oscar-winning color travel film "Hiways to Hawaii" was shown. A six-year-old hula dancer from the Austin Civic Theater entertained the group, and Hawaiian games were played. Flowers and tropical plants furnished by Governor and Mrs. Allan Shivers added the finishing

touch to the room. Refreshments included Hawaiian punch, sugared pineapple cubes, and coconut cookies made by the teen-age boys in their bakery class.

After this gala opening, the room has continued to be in constant use by an ever-increasing number. Operated as a drop-in center after school and during week-ends, it provides an inviting atmosphere where the boys and girls can be together, learn social customs and adapt to social relationships. The "conversation corner" is the most popular spot where, uninterrupted, they may indulge in just "plain talk-talk," as they say. Fingers fly through the sign language as they talk about the topics of the day or maybe just school scuttlebutt.

Popular as the room is on weekdays, it is on Saturdays and Sundays that the TV and juke box are going full blast, the ping-pong table is kept busy and there is always a line waiting to play shuffleboard. Since noise is no distraction, several of the group can often be seen absorbed in magazines or thumbing through funny books while lounging on the sofa which was donated for the room.

One of our teen-age boys, while at home, did an original water color, made the frame, and hung it in the room. An-

"Conversation Corner" is the most popular spot. Fingers fly in sign language as they talk over topics of the day.

other made a shuffleboard set and repaired some of the games. Soon we hope to add a snack bar, a hobby corner, an herbarium and dish gardens, and many activities such as chess and canasta. Craft classes and creative dramatics will be conducted by the city of Austin recreation department. The Garden Club plans to sponsor some junior garden clubs.

Another interesting development has been our students' attendance at the symphony concerts. As a result of the publicity from the Hawaiian Room, arrangements were made for a group of our boys and girls to attend each of the children's concerts. The front rows were reserved so they would feel more vibration, and the conductor and orchestra members are very enthusiastic about the innovation of having deaf children in their audience. By careful screening, we selected those children with some usable hearing, with and without hearing aids. They were given instruc-

Informal dancing. Children can feel the music vibrations through the floor. Records with a strong rhythm are used.

tions by the teachers as to what to look for and how to listen (that is, to notice varying rhythms, and so on) so that they would get the most out of the concert. The rhythm and vibrations they felt were supplemented by their small amount of residual hearing. In this way we have been able to make the symphony concerts an interesting experience and one to which the children look forward.

In evaluating the project, our staff pointed out that the children not only enjoyed going to the concerts, but that the social experience and the auditory training they received made it worthwhile—a project which should be continued.

Thus another project in community organization has been successfully launched through cooperation of public agencies and private individuals. As the Hawaiian Room grows in interest and expands its functions, it will make a lasting and continuing contribution to the lives and happiness of our teen-age students.

Inexpensive Indoor Golf

Anthony E. Orlando

Golf is an activity—a natural—that can be included in many recreation programs, indoors as well as out. There are no doubt many men and women who would like to learn the game but who cannot do so because of lack of time, equipment or facilities. All these people can be accommodated by a relatively small expenditure and the erection of inexpensive targets in a small indoor space.

Contrary to common opinion, it does not require expensive equipment and facilities. The area, if properly organized, can be used by many players at the same time; and facilities need not be elaborate to maintain interest.

The number of golf clubs needed will depend upon the anticipated peak participation. There should be a variety of clubs for right- and left-handed men and women; and woods and irons of different numbers should be available, as well as putters. Practice or regular balls may be used, depending upon the shot being played. Some regulation balls are needed for putting.

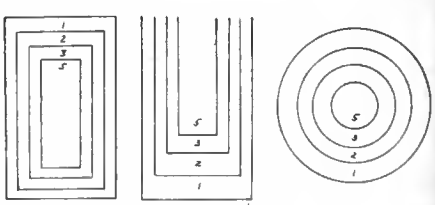
In addition to the equipment mentioned, door mats, either of rubber or fiber, are needed from which to play the ball. Floor and wall targets should be installed if at all possible. These targets may be used as testing devices, if an individual wishes to find out how he is progressing, or as an aid to tournaments. The wall targets may be outlined directly on the wall or on canvas. Because the canvas targets can be raised or lowered to conform to the type of club being used, fewer targets may be necessary. Also, since the canvas breaks the force of the ball, it conserves the walls and reduces the possibility of injury.

At least two types of wall targets should be installed—one for the wood shots and one for the irons. The number of targets of each type will depend upon the space available. In the diagram, *Target A* is for use with woods; *Target B* is for use with irons.

For playing shorter shots, such as the pitch and chip shots, floor targets such as *Target C* should be installed. The size and the distance of these targets from the practice mats will depend upon the size of the recreation area. These shots are very popular and lend themselves easily to friendly play.

The shot that presents the greatest problem is the putt. A long runner of cocoa matting, three feet wide, makes a good putting surface. There are several types of practice putting cups on the market that can be used with the mat. With a little effort, and at relatively little cost, a putting mat can be built that has all the appeal of a regular green. A wooden frame covered with a piece of twist rug fills the bill. A hole, four and one-quarter inches in diameter, may be cut at one end of the mat to serve as the cup.

The golf set-up mentioned above should prove to be a very popular one. It can be used by anyone who wishes to get just a little exercise, even if he is a rank beginner, or the more experienced player can practice all of his shots in anticipation of a coming match. Perhaps the greatest value of the proposed facility is that all sorts of tournaments and games can be organized for either a daily, weekly or seasonal period by arranging each target on a scoring basis. By means of a handicap system the activity can be made to fit the capabilities and interests of a large percentage of the players.



MR. ORLANDO, *assistant professor in the Department of Hygiene at City College of New York, has been conducting golf classes in a small area, using the set-up he describes with good results.*

A HIGH SCHOOL FIELDHOUSE WITH A Rubber Track

O. R. Barkdoll

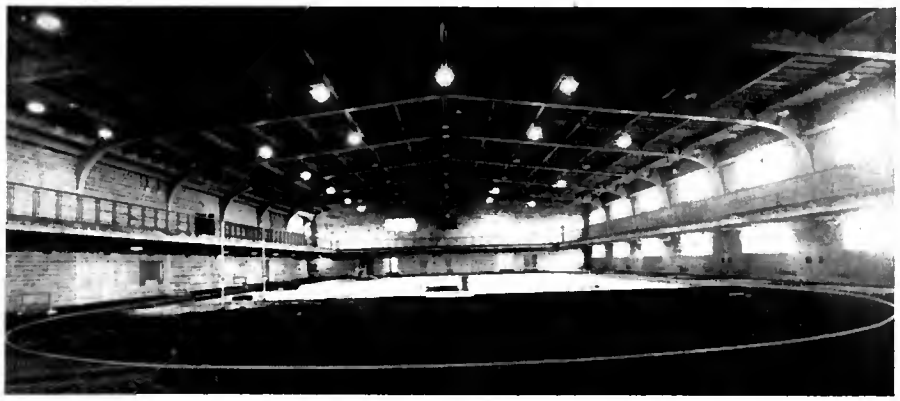
IN RECENT years, many progressive educators have been leaning toward the fieldhouse as the answer to their space problems. Unfortunately, however, it poses a serious health problem. And that is *dust*—on the floor and in the air. The only way you can cope with this menace is by continual, costly sprinkling.

Last spring, Crystal Lake, Illinois, came up with a revolutionary idea in the history of school buildings—a beautiful functional fieldhouse with a regular maple wood floor for basketball and other activities, plus a large *rubber* composition area for track and similar activities! In fact, everything but the basketball court is *rubber*-surfaced!

The surface for the area surrounding the basketball court was the big question mark as building plans progressed. The planning committee unanimously agreed that clay, cinders, sawdust—in any combination whatever — didn't make a satisfactory general activity area because of (1) the dust, dirt, and mud problems, (2) the continual work and expense of daily sprinkling, and (3) the endless task of marking lines for courts and lanes.

Several other possible surface materials were also rejected, one of the chief reasons being that they proved too hard for track spikes to penetrate. It was then that athletic director Owen Metcalf advanced the idea of developing a track surface that would be resilient and slip-resistant, thus eliminating the necessity of spikes.

Since all indoor game shoes are rubber-soled, it followed that a smooth *rubber* surface would make the best non-slip top—providing as it would a rubber-on-rubber contact.



After considerable application to the problem, we realized that since round particles possess no cohesive qualities, the rubber would have to come in small strands.

A visit to a tire recapping shop furnished the ultimate answer. These shops use spike-covered cylinders, revolving at a high rate of speed, to rip off the remaining parts of the old tread.

These shreds of rubber proved to be just the material we needed for our track and floor. When bound together with emulsified asphalt (asphalt and water homogenized) and treated with a chemical agent to prevent the asphalt from becoming sticky in hot weather and from discoloring the athletic equipment, the rubber shreds provided a "dream" surface.

The problem of obtaining sufficient rubber strands was solved by contacting a Chicago tire recapping firm. The rubber strands from a day's work of recapping truck and bus tires amounted to one cubic yard. Since one cubic yard will cover seventy-two square yards one-half-inch thick, twenty-one cubic yards were needed.

During the year, we experimented with different thicknesses of the asphaltic rubber mat, using a tennis court on the Crystal Lake campus.

At the start of the experiment, director Metcalf intended to restrict the rubber surface to the running track. But after observing its toughness and indestructibility he decided to lay down a half-inch layer of the asphaltic rubber on the entire field house floor surrounding the basketball court!

We realized at the outset that the half-inch mastic coat needed the support of a strong base underneath. For this purpose, we decided to employ the least costly of the asphaltic concretes, since sandy materials treated with emulsified asphalt have produced the most foolproof and highly successful bases known to the road building profession.

During the summer, some color was added to furnish additional reflections of light. The area from the basketball court to the track pole was treated with red coloring materials, while the area from the pole to the wall was treated with green.

The track lanes and the game courts have been permanently lined with bright colors, using a rubber base paint emulsified and homogenized with water—the same as the asphaltic binder. (Any paint that contains oil or turpentine will dissolve the asphalt.)

MR. O. R. BARKDOLL *is an educational consultant at Downers Grove, Illinois.*

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RECREATION | SCHOOL COOPERATION *in Camp Programs*

J. A. Thayer

THE CITY school district and the recreation department of Monterey, California, have cooperated in camping and day camping programs for the past two years. We are rather unique in that we have no camp of our own. Instead, we provide camping experiences for elementary school children in rented facilities. In a camp-naming contest last year the winning name was "Quien Sabe?" This Spanish idiom means "who knows," And "who knows" where our camp will be the next time we go camping?

Our camp and day camp are set up in accordance with the California State Education Code under the title "Outdoor Science and Conservation Education." The director and two supervisors are school people, with credentials for elementary education, who are highly qualified to administer and supervise camping and outdoor science instruction. Group leaders are employees of the recreation department who have worked for at least a year on the local playgrounds and who have been carefully chosen and trained as camp counselors. The director and supervisors are paid by the school; group leaders are paid by the department. Bus transportation is furnished by the schools and all other transportation and hauling by the department. All publicity, camp fees, expenditures (except the salaries noted above) are handled by the city of Monterey through the recreation department.

The program is administered jointly by the recreation department, which has direct on-the-spot control, and the schools through the summer-session principal, who is responsible for curriculum. It should be strongly emphasized at this point that this is not school camping in the general sense of that program—it is a summer-school offering for elementary school children.

The camp and day camp curricula are built around these subjects: conservation; safety; identification in nature; cleanliness—person and camp; rough camping and techniques of outdoor living; swimming, as part of the physical education program; crafts from nature; music appreciation through group singing, folk dance, campfire songs; techniques of observation; reporting; group living. We use visual aids for instruction in nature, outdoor science, conservation and fire safety. The national and state forest services are very cooperative, furnishing free materials, films, and personal services. It is not particularly difficult to present four hours of instruction daily with all the curriculum materials outlined above. The difficult part is to arrange the daily schedule so that the campers will receive the maximum amount of instruction. (Four hours of instruction are required under the education code.) Many campers are astounded to discover they have been attending school all week, when all the time they thought they were attending camp.

Our nature program is based principally on the making of collections. After thorough briefing on how and what to pick, groups cover the countryside looking for specimens. Groups may earn points for the specimens they collect, identify, mount and display; but the child displaying any particular item must be able to identify it, describe it and give

MR. THAYER *is director of recreation, Monterey, California.*

a brief report concerning it—whether it be plant, tree, soil, rock, animal, bird, reptile or anything else. We find too, that we are able to dispel a lot of nonsense about reptiles. Fortunately, our only poisonous reptile is the Pacific rattlesnake. Every child is briefed about it, as well as about the scorpion, centipede and black widow spider, all of which are found locally. For first aid we teach the cut-with-suction method, the newer and more satisfactory cold treatment for poisonous bites, and how to remove ticks.

We have no "specialists" in camp leadership. Each leader is trained to do the complete job with her boys or girls. We use all girl counselors as we have found through experience that they do a better all-round job of handling day campers of five through nine years of age, and regular campers of eight through fourteen. Our older boy campers sometimes turn their noses up at their girl leaders, but it's purely temporary. They come home sold on the leaders, because our girls are able to do the things many of the boy campers are taught in scouting. Girls also sense when all is not well with a child: they are more tactful and understanding; and we, as well as the campers and the parents, have been very satisfied with their leadership.

The camp session is of five days duration, from Monday through Friday. Camp fee is $10.50 for residents of the school district, $12.50 for those residing outside the district. Each session has a quota of children from the various nearby areas. Fees cover all costs, including insurance, transportation, leadership, food, supplies. Campers furnish only essential bedding and necessary clothing. Toys, candy, gum, comic books and other non-essentials not related to camp program are arbitrarily confiscated, to be returned to the camper at the end of the week. Our objective is to teach boys and girls the rudiments of outdoor living and we feel that for a few days they can do without the delights and comforts of everyday living. In this connection, our campers sleep on the ground and are thoroughly instructed as to how to do so comfortably.

Our camp cookery is based upon three plans: meals prepared by the camp cook staff; meals prepared by camper groups; meals prepared by the campers individually. To follow this program we set up a staggered schedule with groups eating three meals at the cookhouse, then preparing three meals as a group, or individual meals by groups. When the group prepares a meal it divides into committees—one to prepare salad or dessert, another to clean up after the meal. The committees are appointed by the group itself. When the group cooks individual meals, each camper prepares his own fire, cooks, eats and cleans up as an individual project—all this, of course, under the immediate direction of the group counselor who, in turn, is under supervision.

Day camp in Monterey is probably a little different from the usual, because we firmly believe that small fry of five to ten years can have as much fun actually learning the techniques of camping as they can just playing at camping. We have 8mm films of five-year-olds building fires, cooking and cleaning up, preparing beds on the ground, setting up day camp. We have found these films invaluable as a means of convincing skeptical parents that their children can do the things we plan for them. We run the usual nine A.M. to five P.M. program from Monday through Wednesday. On Thursday, each camper brings sleeping gear, cooks his own dinner, sleeps out all night, cooks breakfast, breaks camp and is on the way home at noon on Friday. Day camp ages, again, are five through nine. Campers are assigned to groups of their own ages and our leaders work hard for the honor of leading the five-year-olds through five days of day camp.

Needless to say, the greater part of Thursday is spent in setting up camp, teaching the children to collect kindling and fire wood, to prepare a fire site, build and tend the cooking fire and to clean up and obliterate traces of the fire when

No "playing at camping" here. Small fry of Monterey day camp learn the rudiments of real camping and outdoor living.

finished. We have had as many as forty-four fires going for dinner and breakfast, in a public park, and have left the park in better condition than when we entered.

The breakfast menu provides fruit juice, bacon and eggs fried in the same pan, hot chocolate, toast and jam. The dinner consists of a half-pound hamburger patty (fried in a four-inch frying pan over an open fire), roasted or boiled fresh corn, bun, tomato, hot chocolate and banana. Later, marshmallows are toasted over the campfire.

Each child teams up with another camper of his own age to prepare a fire for cooking the hamburger. If we are in a park, we use two common bricks for a fireplace; if in the country, we use rocks. The chocolate and corn are prepared by the director, but the children clean the corn and get it ready for roasting or boiling. After dinner, the pans are cleaned by the "Armstrong" method—scoured with sand or dirt and grasses. Cleaned pans are inspected by the counselors and if all traces of food and fire are removed, the pan is approved. Forks and other utensils receive the same treatment. This may seem a little drastic, but here in the Southwest, and in many places on the West Coast, water is at a premium and we feel that if we can teach these youngsters that it's possible to keep utensils clean without water, we've done them a service.

The director prepares food for the supervisors and counselors so they may spend their full time with the children. The counselor needs to give her full attention to the children if she has, for instance, a group of five- or six-year-olds.

Financially, we figure to break even: food costs at wholesale prices average less than a dollar a day; fifty cents of the camp fee goes into individual insurance; the balance is spent for leadership and the few supplies needed. The schools and recreation department have cooperated in the purchase of such capital equipment as is necessary, but the total in two years amounts to less than five hundred dollars. We have been fortunate in that rental fees have been very light—one camp charging as little as fifty cents per week per child. We are dickering with some ranchers at the present time, hoping to acquire property for our own camp—but we are in no hurry.

Superintendent of the city school district, Glen T. Goodwill, is a booster for the program; the city manager of Monterey, Walter Hahn, Jr., and the mayor, Dan Searle, are also very interested in the camp—as is the entire Monterey Peninsula. A considerable amount of interest stems from the fact that we send home, at the end of the week, a camper who has learned a great deal about rough camping and who has suddenly become conscious of personal cleanliness, the attractiveness of clean surroundings and the meaning of conservation in its broadest sense.

A New Version of BASKETBALL

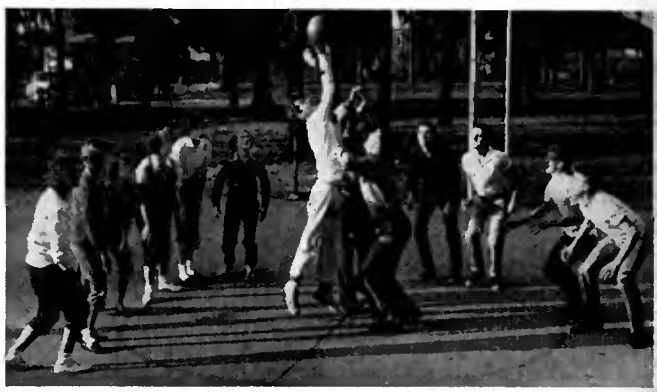
Tom King

Mixed basketball, introduced for the first time last season by the Jacksonville, Florida, recreation department, met with a welcome response. Older boys and girls and young married couples found the new version of the old cage game very interesting and not quite as strenuous as the regulation brand of basketball.

Except for a few necessary changes, the game is played under the AAU rules governing men's and women's play. The court has two divisions, and no player is allowed to cross the center line. Men conform to men's rules in their half of the court and women observe women's regulations in their half.

The game always opens with two men jumping at center. In subsequent quarters, alternately a woman jumps against a woman and a man jumps against a man. A similar regulation is enforced in case of a held ball at the center line between a man and a woman. If a held ball occurs during the first or third quarter, the woman involved names a man on her team to jump in her place. If a held ball occurs at the center line in the second or fourth quarter, the man involved selects a woman on his team to participate in the jump.

The players reverse positions each quarter. If the men on



Team A are forwards in the first quarter they become guards during the second quarter. Conversely, the women on Team A would be guards in the first quarter and forwards in the second quarter. The players change courts at the half and continue switching positions in the final two periods.

Playing eight-minute quarters, the scoring has been somewhat on the low side with total scores usually between thirty and forty points.

"Gateway City" playground directors have found that boys and girls like playing basketball together. As a starter, we had two four-team leagues playing this new brand of basketball.

Although there is no physical contact between the sexes, the game has a social flavor that both boys and girls enjoy to the utmost. After all, if they can enjoy playing tennis together, swimming together and dancing together, there really is no reason they shouldn't have fun playing basketball together.

TOM KING *is the supervisor of the recreation department in Jacksonville, Florida.*

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Cooperative Planning Pays

THE GROWING tendency to plan school buildings for community recreation use and the cooperative arrangements that have been worked out between school and city authorities to assure effective indoor and outdoor school facilities for this purpose have been pointed out in recent issues of RECREATION. Additional evidence of the value of such action is further indicated in the statements that follow.

Dr. H. Clifton Hutchins, coordinator of the recreation curriculum at the University of Wisconsin, in a paper entitled "Planning Recreation and School Sites," points out that whereas the neighborhood playground was formerly considered as a play space solely for children, planned on the basis of so many square feet per child, it is now designed by functional units to serve the various outdoor recreation needs of the entire neighborhood.

After emphasizing that there is little conflict in the "times of use" best suited to school and recreation interests, and that this is a highly important factor in the planning of outdoor and indoor facilities to serve both, he adds: "There is no valid reason why public education and public recreation should acquire and develop entirely separate properties to serve the same neighborhood when one property is sufficient to the purposes of both. On the contrary, there are important reasons for the joint acquisition and development of sites and facilities. When joint effort is made, the public benefits in out-of-pocket cost, in efficiency of land use, in convenience and in richer opportunities for living and learning."

"Planning Schools for Community Use" was the topic of the 1954 annual dinner meeting of the New Jersey Recreation Association with Dr. Felix J. McCormick of Teachers College, Columbia University, serving as panel chairman. At this meeting, Dr. John Bosshart, former New Jersey state commissioner of education, pointed out that school administrators realize that economy dictates that school buildings and grounds be equipped with recreation facilities for all. He stated: "To place school facilities at the service of appropriate recreation agencies requires much planning in advance of needs. It is difficult to meet the needs after the building is constructed. Joint planning by committees, which include the municipal boards, the board of education and the recreation department, is necessary if we are to have school buildings which will be adequate for school and community programs. Some of the problems in connection with dual use of schools are:

1. Any plans must be within the scope of the state school laws and must not prevent the board of education from providing an adequate school system.
2. We must define responsibilities of school and recreation boards —who will pay for the operational costs: custodial care, supervision, light, heat, and so on.
3. Can the board of education avoid responsibility for any program offered on public school property?

"All these problems can be solved by joint consideration on the part of people concerned, if all who are interested put personal interests in the background and the interests of all the people in the foreground."

A member of the board of education in Fairlawn, New Jersey, emphasized the fact that it is no longer essential or economically sound for education, recreation and park authorities each to have a complete set of facilities under their own control: "The demands upon community funds are ever increasing. Land acquisition, especially in central areas, is becoming more difficult and construction costs are at a high level. In these days of high tax bills it becomes essential that the taxpayer receive the maximum return. This can only be accomplished by careful planning and cooperation on the part of school and municipal authorities."

Mr. Hubert I. Snyder, superintendent of recreation in Baltimore County, Maryland, described the cooperative program for the development of school-recreation buildings that has been developed in his county: "Working through citizen groups, authorities in Baltimore County have developed community schools which are planned jointly to meet the needs of education of the children and the needs of community programs."

"The best minds in education are advocating the community school," according to Mr. Weaver Pangburn, consultant on park and recreation planning:

"The action that speaks louder than opinion is most encouraging both in the recreational use of many school plants and the growing number of examples of cooperation in acquisition, design, development and maintenance of the school plant, and more particularly of its outdoor areas.

The publications of the NRA give proof of this.*

"Planning boards, boards of education and recreation and park boards are cooperatively selecting and securing school-recreation sites, preparing total designs for the combined areas which ignore ownership lines and taking due regard to the respective program needs, sharing development costs and agreeing on a division of maintenance costs, concluding in joint use of the areas, buildings and other structures of both operating agencies."

After listing general trends in school design, Mr. Pangburn mentioned further advances that are needed:

Location of the school building on the site: In spite of all that has been learned about the need for ample outdoor areas for the curriculum and for community recreation, some school buildings are being placed deep in the sites, which is wasteful of the total space and in some cases ruins the prospect for good planning of the recreation area.

Recreation units that are administratively practical: This point is at the heart of many difficulties encountered by the recreation department in utilizing the school plant effectively. The distinct unit is so much superior to facilities that are scattered throughout the school building.

Eight successive steps to achieve school recreation centers:

1. Acceptance by boards of education and recreation boards of the fact of their distinctive and different roles in relation to community recreation. In this connection we should not lose sight of the strategic position of the separate recreation departments in relation to the growing factor of the separate parochial school systems.

2. A realization of the important practical advantages to both educational and recreational agencies in cooperative planning: the securing of desirable outcomes for the leisure time of the public, a greater good will to boards of education arising out of extensive and satisfying community use, a much broader program for the recreation department and the saving of many thousands of dollars for both the schools and the municipality (cite some figures).

3. In our concept of the community school, both educational and recreation leaders should think in broader and more inclusive terms. We must get beyond mere basketball and physical activities. For the outdoors the potentials in nature education and recreation should be realized. There should be more music and art in the total program.

4. These understandings should now lead to conferences between the respective boards and their administrators, resulting in joint policies and action on property acquisition, development and maintenance and in the construction and use of school buildings.

5. Staff personnel should be officially appointed to coordinating planning committees to work up all technical details, these committees to include city planning officials and city engineers as well as the school and recreation or park personnel. There are a growing number of examples of such committees or their equivalents in Washington, D.C., Grand Rapids, Michigan, and so on.

6. An important part of the work of the coordinating committee is to secure the participation of citizen groups, particularly neighborhood groups, in the planning process.

7. Review and appropriate action on the recommendations of the coordinating committee by the respective boards.

8. Carefully worked out and explicit instructions to school architects, landscape architects, park and recreation planners and others on the elements to be incorporated in the combined school-recreation units and their arrangement to facilitate the most effective use.

"By such steps or their equivalent we may look forward with confidence to more and better school buildings and areas which will serve the needs, not only of the school program but also of community recreation."

Dr. McCormick summarized the discussion as follows:

1. The concept of the community school is now widely accepted, school administrators being trained to integrate school and community. Schools must serve the entire community and be an effective agency in the improvement of living conditions in the community.

2. Recreation and education are a team working for the improvement of community life. Both have similar aims:
   a. the preservation of our democratic form of life.
   b. the improvement of the level of living.
   c. the maximum development of each individual.

3. School buildings should be planned as neighborhood and community centers, so that they serve the needs of all age groups, children, youth and adults, from early morning to late in the evening, on weekdays and weekends, for twelve months in the year. Larger school sites are definitely needed to satisfy the school and community needs.

4. School buildings should be planned for multiple use by children, youth and adults. Recreation and adult recreation needs of the community require special consideration in the planning process.

5. Better community-type schools will result if all those who are to use the building and facilities are involved in the planning process. This includes teachers, custodians, recreation personnel, librarians, health department officials, town government officials and so on.

6. Better use of existing and proposed facilities should result if the recreation officials, town agencies and board of education work out cooperative agreements concerning the use of school facilities and the financing of the various community activities.

7. The relations between the board of education and recreation officials involve considerations of design, control, operation and financing of joint facilities.

The progress in joint planning to insure efficient and economical administration is clearly indicated by a bulletin entitled *Joint Contractual Agreements for Recreation* issued in August 1953 by the California State Department of Education. It says, in part:

In the development of a total community recreation program, every possible means of support and finance should be enlisted for the common good. Recreation and community services are a responsibility of a varied group of agencies and governing bodies. The modern community-school is an indispensable segment of this solution to community problems. Notable in California have been recent trends toward joint planning and development of sites for school playground use and instruction, as well as adjoining city development of park and recreational sites. This alleviates the necessity of either providing larger acreage and facilities, to the end that both may be used for the year-round maximum service to young and old of the area. Very noteworthy also is the trend for city government to join with school districts in the construction of adequate swimming pool facilities to the end that priorities of instruction, water safety, and recreation may not be displaced by over-balance of facilities for only the highly skilled.

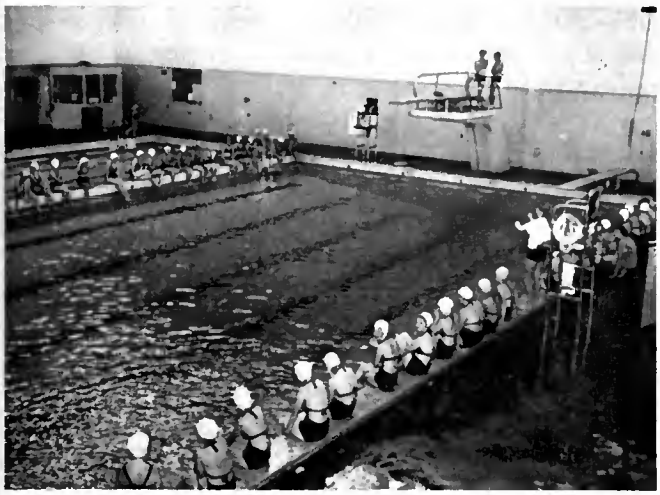
UNICEF Greeting Cards

"Fun for the World's Children," a series of gay and colorful greeting cards depicting the amusements of boys and girls in five different countries—Korea, Indonesia, Iran, Austria and Mexico—will be sold this year for the benefit of underprivileged children throughout the world by the United Nations Children's Fund (UNICEF).

The cards cost one dollar for a box of ten—two of each design—either with seasons greetings imprinted in festive red and green in the five official United Nations languages, or blank for use as notecards or holiday gifts. They may be obtained by sending a check or money order to the UNICEF Greeting Card Fund, United Nations, New York.

* Mr. Pangburn referred specifically to *The Use of School Buildings for Recreation* and *School-City Cooperation in the Planning of Recreation Areas and Facilities.*

Notes *for the Administrator*



One of three Long Beach, California, high-school pools used by recreation commission evenings, Saturdays and holidays.

Never Previously Considered

Effective cooperation between recreation and school authorities in the design of a new school building was recently reported from a Michigan city. The school architect, who had "roughed out" a plan for a new building and its site, submitted it for comment to the superintendent of parks and recreation, in accordance with a procedure jointly adopted in the city. Revisions in the plan were made by the superintendent, and the school-city landscape architect, who reoriented the building, rearranged the rooms to better serve recreation needs and presented the revised plan to the superintendent of schools. The architect highly approved the suggestions and changes and reported that although he had designed many school buildings in the state, the factors pointed out by the recreation personnel had never previously been called to his attention.

Liability

The liability of school districts that carry insurance was discussed in an article in the May 1954 issue of *The Nation's Schools*. It referred to a decision of the appellate court in Illinois, in a case where a minor sued the school district for injuries received on the school grounds during a recess period, alleging that the injuries resulted from negligence of the school district's agents in not supervising the activities of the children in a proper manner.

The case was reported to be unique because the court pioneered a new pattern of judicial reasoning as it concerns school district liability. In this case, the district did not possess the statutory authority to take out the liability insurance which it carried.

The defendant contended that it was immune from liability because it was a state agency and it also pleaded its lack of statutory authority for carrying liability insurance. In reversing the decision of the lower court, the appellate court sustained the principle that a school district, as a quasi-municipal corporation, was not liable for injuries resulting from tort. It added, however, "Liability insurance, to the extent that it protects the public funds, removes the reason for, and thus the immunity to, suit." This decision apparently points the way, in the case of school districts that carry liability insurance, for innocent parties to recover damages for their injuries, without overthrowing the rule that school districts as governmental agencies are immune from liability in such cases.

Use of Lay Committees

Many recreation departments, including some administered by a recreation board or commission, have made effective use of lay committees, although the use of such committees is still too limited. The use of some sort of school-sponsored committee of lay citizens meets with the overwhelming approval of the nation's school superintendents, according to a poll reported in the August 1953 issue of *The Nation's Schools*. Asked, "Do you favor school-sponsored committees of lay citizens to advise school officials?" eighty-seven per cent of the superintendents reporting answered in the affirmative. Seventy-one per cent held the opinion, however, that citizens' groups should be temporary in nature for two reasons: so that more citizens could participate; and to avoid the danger of a clash with the school board. Although some superintendents of schools maintain that lay committees are too hot to handle, a large majority believe that there is no better way to insure good schools, adequately supported, than to involve as many laymen as possible to advise on school policy and programs. Many superintendents of recreation find citizens' committees an excellent means of bringing the community into a closer understanding and greater appreciation of their fundamental purpose.

School-City Cooperation in Practice

The following brief references to examples of cooperation between school and city authorities in the acquisition, financing, planning, operation and use of indoor and outdoor facilities indicate the wide extent of such cooperative action.

East Hartford, Connecticut: Whenever a new school is being planned the superintendent of parks and recreation "is in on recommendations for adequate outdoor space as well as indoor usage."

Appleton, Wisconsin: Several new school buildings have been planned and built with the idea of full community use. The recreation superintendent was consulted by the superintendent of schools in the planning of the buildings to make sure that exits and entrances, activity rooms and multiple-use areas would meet recreation department requirements.

The superintendent of recreation was given full responsibility for the school playground layouts.

Lansing, Michigan: The park board has recently purchased a ten-acre plot with the school board taking one-half of the property. A school building site on park property was recently exchanged for a playground site on school board property. Several parks and schools are on adjoining sites.

Green Bay, Wisconsin: The city planning commission, city schools and park board have each assumed their proportionate share of the master plan of city development, the end result being a saving for the taxpayers and elimination of duplication.

Portland, Oregon: The park board owns thirteen properties that are adjacent to school sites. The school board has agreed to build their playgrounds according to the park department's specifications, and this department maintains these grounds during the school year and uses them during vacation periods.

San José, California: The city recreation department has landscaped the grounds and developed modern playground features at elementary and junior high school sites. The cost of these improvements has been borne by the city, but the schools maintain the areas.

Livingston, New Jersey: The school board and recreation commission cooperate closely. One site has been jointly purchased for school-recreation use, a part of it owned by the township, the balance by the school board. A similar arrangement is in effect in the case of a large park which includes a high school stadium. The recreation department pays for all the maintenance of school grounds and in turn is not charged for any outdoor or indoor use of schools.

Baltimore, Maryland: The department of education and the bureau of recreation are joining in rehabilitation of school facilities in the older inner-city areas. They recently completed a project including the financing and hard surfacing of a school playground and installation of playground equipment with each department bearing one-half the cost.

Greenwood, Mississippi: All recreation programs are worked out by the superintendent of recreation in cooperation with the superintendent of schools, and all school property is made available for use in the program.

Fargo, North Dakota: Rooms have been added to five school buildings for use by the recreation department as warming centers for ice skating, for indoor activities during the winter and for centers adjacent to playgrounds in summer.

Moline, Illinois: The superintendent of the park and recreation board has been consulted on the planning and layout of schools. He designed the landscaping for the two new school buildings which were made available for recreation when completed.

Miami Beach, Florida: Physical education directors of the elementary schools and the recreation personnel of the recreation department meet jointly twice a year—in the early fall and spring—to plan joint programs for each school playground and the nearby city playground. They exchange playing rules and arrange alternate game schedules which are approved by the school principals and recreation supervisors.

Hamilton, Ohio: The schools and the city are pooling their resources to get areas adjoining one another so that the total needs will be met.

El Monte, California: A contractual agreement was reached between the city and the high school district for the joint use of a new community-school swimming pool built on city property adjacent to the school. The pool was paid for by the city and is rented to the high school district at fifty dollars per day for one hundred and eighty school days each year.

Los Angeles, California: The board of education and the department of parks and recreation have had in effect, since 1930, a contractual agreement concerning policy in the provision of recreation service to the people of the city and the school district and cooperation between the two agencies. Out of this agreement have grown many activities based upon mutual cooperation.

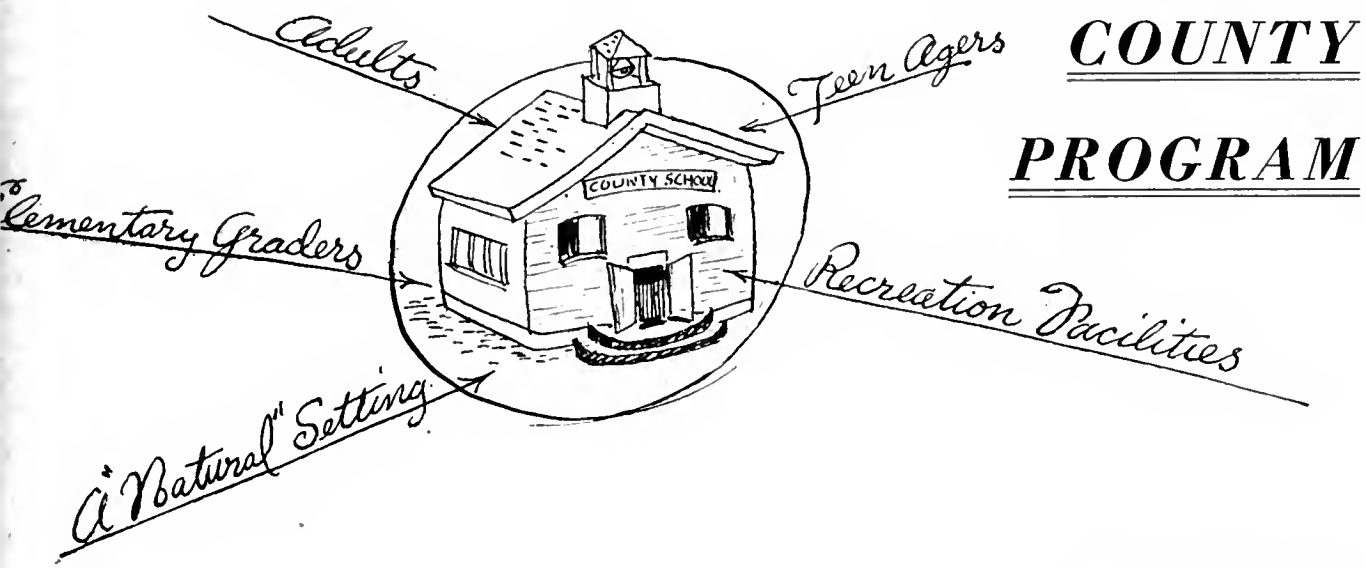
Millbrae, California: The city and elementary school district trustees have entered into an agreement for cooperative planning in order to improve and facilitate the fullest use of community property. The city had a tract of land set aside for recreation but lacked funds to develop it. When the school district needed a new school, it purchased a building site adjoining the park which the city agreed could be used for a school playground provided the property be developed with school funds and the city be allowed to use it outside school periods. A multiple-use room serves both school and community.

Compton, California: By agreement with the city, the elementary school district leased the city 3.8 acres of land at a school, giving the city the right to construct a park on the property. All facilities and equipment installed by the city are to remain its property, and maintenance also will be a city responsibility. Facilities were placed in the new park to supplement and not duplicate existing school equipment.

A Word of Warning

Problems are bound to arise which call for further close cooperative action on the part of school and city authorities, even where school buildings are built through cooperative effort. In one city where recreation wings in junior high school buildings have been financed jointly by school and city, and where definite agreement was worked out with reference to the use of these facilities, the school board is now attempting to secure the use of facilities for high school basketball games on two evenings a week presumably reserved for community use. According to a thoughtful observer, "Those who fought the idea of a joint ownership from the first and who urged a separate recreation building are now saying, 'I told you so.' They feel that the neighborhood youngsters and adults are not getting a square deal and that the proposal makes their recreation center fall into the category of just a school building. It all falls back on the fact that school boards are dealing with mandatory activities while park and recreation boards are concerned with permissive or voluntary activities. There is so much difference in basic philosophies that it does make their thinking a bit different."

A SCHOOL-CENTERED COUNTY PROGRAM



William H. Koch, Jr.

"RECREATION for everybody" is a goal worth seeking for American communities. Urban communities, with greater resources, are likely to reach the goal more quickly than the scattered rural areas with their problems of few facilities, wide distances, and less concentrated populations. Yet the need for recreation is as vital to fruitful living for country people as it is for city folks.

In facing the problem of providing recreation services to rural communities, local leaders might well examine the one agency that can be found in every community as a possible rallying point for recreation programs for the people of the area and, especially, for the children—the school.

The country school is a "natural" as a setting for both community and school recreation. There are facilities—spaces that may be used for meeting rooms, playgrounds, and perhaps an auditorium or a gymnasium. There are participants—the children who spend six hours a day at school: in fact, school time is often the *only* time when a majority of rural children can come together in groups large enough for the socializing influences of guided and supervised play programs. Leadership, however, poses problems. This article reports how Smith County, Texas, organized a school-centered recreation program on a county-wide basis with leadership from the county superintendent's office.

R. S. Boulter, county superintendent, and the superintendents of the thirteen local districts, growing increasingly more aware of the need for play programs and facilities in the rural schools, were convinced that leadership could be provided on a county-wide basis experimentally if resources were pooled. In September 1951, a trained recreation worker was added to the special service staff of the county system with the assignment to experiment with and develop programs in nine of the most isolated schools.

The schoolmen agreed that the most logical starting point was a plan to initiate programs in the elementary grades. Most of the schools with high school grades usually had a teacher who could coach standard sports such as softball, basketball and volleyball; however, organized play for the elementary grades was almost completely absent.

Two schools voiced a preference for direct service programs of physical education whereby the county director of recreation would act as a visiting teacher and take the various grades for physical education once a week. Seven schools favored the director's plan for demonstration programs in recreational games. The aim of the demonstration program was to introduce new activities to pupils and teachers. For the children, the objective was to present as many group-play activities as they could profitably learn. For the teachers, the objective was to provide them with new ideas and skills so that playground duty, lunch hours, rainy-day re-

MR. KOCH, *director of field experience for the Youth Leadership, Recreation and Community Service Major at Springfield College, Massachusetts, was the recreation and physical education director, during the 1951-52 school year, of the Smith County, Texas, program described in this article.*

cesses, and bus-waiting time could be used to the children's best advantage. The large majority of teachers agreed to take part in the demonstration sessions along with the children. The recreation director worked out a schedule enabling him to spend part of a day each week with each of thirty classroom groups and their teachers, thus reaching five hundred children ranging from first through eighth grades.

Teachers took to the idea with a spirit of cooperation and entered into the program enthusiastically. One teacher in particular, close to retirement age, participated in the activities so eagerly that she became a source of concern to the recreation director who feared she might not be able to get to school the following day.

To supplement the demonstration sessions, bulletins containing instructions for the most popular of the activities were distributed frequently, and special issues were published during the holiday seasons. Suggestions for parties and programs at Halloween, Thanksgiving and Christmas, with ideas for themes, adapted games, crafts, stories and other related projects, proved to be useful to teachers harried by pressures of planning classroom holiday activities.

During eastern Texas rain-and-mud months of January and February, rural schools become the center of all activities, as children must be kept indoors during recesss and lunch-time. The recreation director found that ideas for rainy-day activities were quite popular and he took the opportunity to introduce some of the less vigorous recreation activities such as dramatics, paper and pencil games, desk relays, singing games, dramatized stories and similar activities which require little space and are relatively quiet. Hasty research was done to dig out games that would tie into the curriculum. Teachers soon found popular new ways to teach reading, 'riting and 'rithmetic through play.

The demonstration program became a major service of the new county program. The recreation director kept a record of the different games and activities he was able to introduce; and he found his original repertory increased considerably when the tally exceeded *five hundred.*

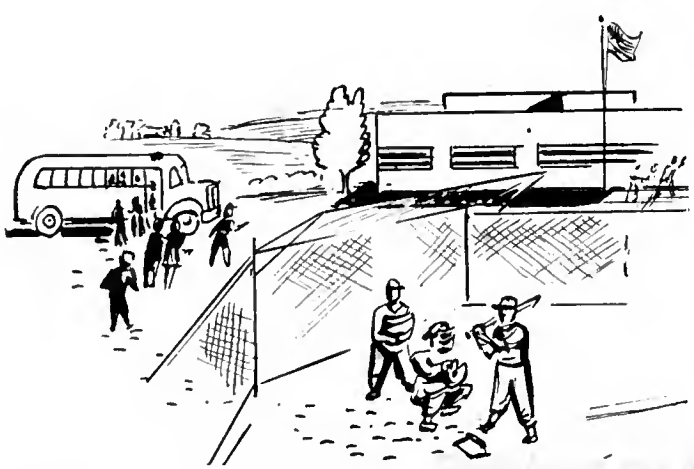
The popularity of this program soon brought requests for further services. The range of activities was extended to include high-school groups with interests in recreational activities other than sports; and soon dramatics, singing, and square dancing became popular where local customs permitted. The county recreational service found many other opportunities to offer help to the rural areas.

Inter-scholastic competition among elementary and junior high schools in Texas is managed under state organization rules, but administered by local personnel. Sports competitions, spelling, typing, arithmetic, and declamation contests, and similar events are available to all rural schools desiring to participate. The county recreation director found himself in an excellent position to act as coordinator for this program and added this service to his portfolio. The fact that he traveled throughout the county regularly made this a logical appointment.

Some of the smaller schools found themselves left out of sports competitions since they rarely had enough pupils to fill out required team rosters or meet rules of eligibility. One team consisted of fourth and fifth graders and a single sixth grader; another team's first baseman, catcher and pitcher were sixth grade girls, and so on. The county director was able to arrange for several of these small schools to play softball and other sports among themselves. The games afforded the children a rare chance to visit with children from areas similar to their own; and each game became an event for which the entire host-school would turn out. The competitive spirit was high, but there was more fun than perfection in the Smith County "no-team-at-all" league.

As an interpretation of the school's work, demonstrations to parent-teacher groups were an important part of the county director's work. Frequent presentations of activities of the school-centered recreation program were given with the children taking part. Many times the director was able to work in a little social recreation for the parents too so that the idea of recreation was passed on a little further. It was gratifying to see teachers, parents, and school-committeemen joining with children in a "Lion Hunt" or a game of "Who's the Leader?"

A vitally significant beginning step was taken in the direction of extending the services of the county program into the rural community. The school board and the superintendent of Swan School saw need for a more adequate playground. The county recreation director was invited to consult with the board, and possibilities and alternatives were discussed. The school had ample space but lacked funds. The director took on the responsibility of drawing up plans for a multiple-purpose playground that could meet the needs of the forty children in the school and also serve as a community park for the people living in the vicinity. Plans included picnic benches under shade trees, an outdoor fireplace, horseshoe pits, a softball diamond, and multiple-use courts for basketball, volleyball, and other games for adults. Court dimensions were planned so that they might be shortened for use with the children. The general layout was so planned that most of the work could be done by members of the community with a minimum of expensive equipment and labor. The school board enthusiastically adopted the plan; and with this action an important step in county-community relations was taken, a step that might well be a precedent in future cooperation between the Smith County schools and the local districts.



No recreation program is complete without music. The county system was fortunate in having two competent music teachers who visited rural schools regularly and conducted theoretical and recreational music activities. While city children often have the opportunity to present demonstrations of their year's work to their communities, rural children do not. Plans were laid by the county director to work in cooperation with the Tyler municipal recreation department in presenting a series of Christmas music broadcasts from the county courthouse. In the weeks before Christmas, choral singing by children of Tyler city schools, church groups, and children of the county schools was presented to the public through a public address system. Traditional carols and holiday songs drifted out over the city square and added sparkle to the Christmas spirit of citizens of Tyler. Thirty different groups took part in the caroling; half of the groups were composed of rural school children who rarely had the opportunity to sing in public.

The grand climax of the Smith County school recreation program's first year came appropriately through music. During National Music Week, in May, the first Smith County schools' festival of music was held at Arp School. The director of recreation, together with all of the music teachers in the county, began planning for the event early in March. For two months, children in all parts of the county practiced and rehearsed in choral, instrumental, dancing and dramatic groups in preparation for the most colorful county-wide event in recent years.

The city of Tyler, through its superintendent of parks and recreation, Robert L. Shelton, lent its portable stage and the services of the city electrician. Parent and student groups set up refreshment stands and children from Arp School decorated the spacious school lawn with red, white, and blue streamers to fit the theme of the Spring Festival of American Music.

At six o'clock on the evening of May 1, yellow school buses began to arrive from all corners of Smith County, loaded with children in gay costumes and springtime best. From as far away as fifty miles, children from eight schools, their parents and their teachers assembled to give harmonious evidence of their skills in music and related arts, to the keynote of "Let music swell the breeze. . . ."

Two hundred children took part in the festival and twice as many parents, teachers, and friends watched their charges proudly as they sang, played and danced under the fused beams of floodlights and East Texas stars. The program was a spectacular success as a "first" and a tribute to the hard work of the county's music supervisors. For the children who took part, the festival was an important experience in sharing fun and work; for the county, it was a living demonstration that people in remote areas can come together, despite distances, to share in common pursuits.

By the time the year drew to a close, the influence of the county-wide school recreation program had been felt in twelve of the county's thirteen schools. The festival drew many school children and teachers together. Over eight hundred different demonstrations and class sessions in recreation activities had been given. More than forty different classroom groups had been reached and a total of almost a thousand different children and their teachers had taken part in the program. Traveling in all directions throughout the county at the rate of four-hundred miles a week, the county director of recreation drove a total of twelve thousand miles in the interests of "recreation for all."

The enthusiastic responses by children, teachers and school officials gave witness to the impact of the program. The school superintendents voted to continue the program another year and a permanent job analysis for the post of county director of recreation and physical education was drawn up. Recreation had earned its right to be a part of the school program.

It is important to note that while the first year's program was experimental in nature, it had not been undertaken without purpose and a sound philosophy of recreational values. Early in the year, a statement of purpose was drawn up and shared with the superintendents and teachers. It pointed out that the recreation program was intended for all who so desired to take part. Activities were to be of a co-operative, participating nature so that every child could have a part to play, at the level of his own skill. While competition is important in life, it would not be emphasized to the point of excluding anybody. Training in skills for their own sake was to be minimized and, instead, a spirit of co-operative acceptance of everyone was to be developed. Activities of a co-educational, total-group nature were to be emphasized, rather than separating boys and girls in the usual play patterns or breaking down classrooms into sub-groupings according to skill levels. Every opportunity to help boys and girls play and learn together in an accepting, cooperative and, hopefully, democratic setting was to be utilized in the program.

A belief in the vital roles of play and recreation in childhood education was the basis of the program and was implied in every activity. This belief was interpreted in a letter sent to participating teachers:

> Play as physical education, the development of physical motor skills, is well known. The role of play as a means of helping children develop and become skillful in group relationships is not so well understood, yet play remains as one important teaching tool in helping children develop into well-adjusted citizens of their communities. Almost all teachers have found play to be a handy resource in presenting facts to be mastered—spelling bees, number games, and quiz contests of various kinds are old stand-bys of alert teachers. Play as recreation, a refreshing change in the routine of the day, has demonstrated its worth as reflected in the shining faces and happy sounds of children coming in from the playground. The school has a responsibility in all of these directions as the primary educational agency in today's community.

This is the report of how one rural school system took up this challenge. The particular plans and methods described cannot, of course, be found appropriate for all rural systems; however, perhaps the Smith County story may be a source of thought to other systems who desire to point up their vital place in the providing of balanced lives for rural children.

In the words of Joseph Lee: "School is invaluable in forming the child to meet actual social opportunities and conditions. Without the school, he will not grow up to fit our institutions. Without play, he will not grow up at all."

City-School Cooperation in LIMA

SINCE 1924, when a board of recreation was first appointed in Lima, Ohio, city and school authorities have shared the cost of providing a community recreation program. Lima is one of the comparatively few cities in which the city director of recreation has also served as director of physical education and health in the city schools.*

Cooperation between the two boards has been based primarily upon a verbal understanding, although a few operating policies were adopted, such the following:

It is understood that any school activity has priority over any adult program in use of school facilities. Schedules of activities for youngsters of school age will be worked out by faculties of schools. Principals and directors of recreation will *then* determine school facilities available for recreation programs.

Following a suggestion, made in 1953, that a combined meeting of the school and recreation boards be held to study various program phases and to develop a general statement of policy, several points needing clarification were presented to the boards for consideration. Among them were:

1. What contracting party shall be responsible for the care of the buildings during the summer playground period?
2. Who shall determine the placement of sand-boxes, backstops, and so on?
3. Shall classrooms be opened to the use of the recreation department?
4. Who shall assume the cost of replacements and repairs?
5. Shall the board of education employees take time from their regular work to keep those areas used by the recreation department clean and safe?
6. Does the responsibility of the recreation department begin with the opening of the playground each day and cease with its closing in the evening?

Relative to the use of gymnasiums:

1. Gym shoes are required by students during the day when playing in the gyms. Shall adults engaged in games or dances be required to follow the same ruling?
2. Was the use of school gymnasiums by the recreation department a part of the original agreement between the city of Lima and the board of education?
3. At present we are receiving fifty cents per hour for the use of gym facilities. Is it the opinion of the board of education that this fee is adequate to cover maintenance costs?
4. Shall coke machines be allowed in the schools for recreation groups? (These are prohibited during the regular school day.)

Additional topics were related to the respective responsibilities of the two departments for specific functions. In preparation for the meetings, excerpts were made of material appearing in *The American School Superintendency*** relating to the participation and cooperation of boards of education in promoting community recreation.

The statement of relationship and its specific application, presented below, was adopted by the Lima board of education in October, 1953. A statement of this type should prove useful in many communities, even where the recreation program is not jointly financed and where the recreation executive is not also in charge of the school physical education program.

1. The recreation program is basically educational in nature.
2. The board of education shall promote community recreation, through such means as are within its power, as a part of the educational responsibility.
3. Public school properties shall be available to community recreation use outside school hours subject to such board of education regulations as will safeguard the public interest.
4. The board of education and Lima city council shall continue to share on an approximately equal basis the cost of the community recreation program for the city.
5. The department of recreation shall be entirely responsible for program content and program personnel needed to operate the community recreation program on school properties.
6. The board of education shall provide school facilities for the operation of community recreation, at minimum or no cost, and maintain same.
7. It is understood that any school-sponsored activity shall have priority over a community program in use of a school facility in case of conflict in time.

Specific Ways of Continued Cooperation and Coordination

1. The board of education shall assume the full salary of the director of recreation.
2. The board of education shall assume the full salary of the secretary of the director of recreation.
3. The board of education shall provide office space, utilities and office supplies for the office of the department of recreation.
4. All school principals shall first determine school needs of all recreation facilities in their buildings and then submit a schedule of such needs to the director of recreation.
5. The after-school use of all recreation facilities shall be scheduled through the department of recreation office.
6. The department of recreation shall be responsible for the proper supervision and use of school facilities needed in the community recreation program.
7. The board of education shall be responsible for all maintenance and repair of school facilities used in the community recreation program.
8. The city of Lima shall make available for school use such public park facilities that lend themselves to that function, such as practice and game fields for athletic teams and bands, locker rooms, dressing quarters, showers, and so on.
9. The department of recreation shall not permit school students to participate in recreation athletic leagues without written permission of school authorities.
10. The department of recreation shall continue to coordinate all school and community resources for recreation to the end that the greatest possible good is attained.

* The National Recreation Association believes that the entire time of a director or superintendent should be given to recreation. There are few situations in which the superintendent of recreation also serves as supervisor of physical education in the schools. The Association maintains that recreation is enough of a job to be full-time.

**The thirtieth yearbook (1952) of American Association of School Administration (NEA), 1201 Sixteenth Street, Northwest, Washington 6, D. C.

An example of how a recreation department helped to solve one of the many problems of the elementary school teacher—that of supervising school recess.

Supervised Recess

James A. Peterson

ASK ANY elementary school teacher and he will readily agree that one of his big problems centers around the school recess period. What is behind this growing problem? How do the teachers feel about the recess period? Are teachers entitled to a break in routine? What do children want and expect in their free time? Do children enjoy running and playing in a hodgepodge of confusion? Or would they prefer organized games where each child has an opportunity to play as part of the group?

Except in a few cases in which the teacher organizes the recess periods, the teacher generally sends or takes the children to the play area and turns them loose to run off pent-up energies in any way the children see fit. Some will say this is perfectly all right, that children have a natural instinct to play and can entertain themselves. Children may have the intuitive desire to play, but it must be developed and nurtured.

The teachers generally feel (and justifiably so) that recess is a good time for them to get a little breather from the routine of working with the youngsters. Anyone who has taught or supervised children knows that it is an exacting job requiring the keenest and highest type of leadership. Shouldn't the teachers, then, be allowed a few minutes of relaxation, as well as the children?

How about the children? What is their reaction? The instance that follows grew and developed because a group of children felt the need for some type of supervised play. The children themselves, realizing a problem existed, attempted to do something about it.

In Kansas City, Missouri, there are a number of junior citizen programs in operation under the leadership of Miss Alice Roosevelt of the city's community services division. In the schools these junior city clubs are patterned after the city's form of government. They elect their own mayor and council, appoint their city manager and all the other city officials and commissioners. This is the modern student-council type of student government in which many more children have the opportunity to serve and grow by participation as officers and officials in their own school government. It was through the recreation commission of the St. Vincent's junior city program that the idea for supervised recess came into being. The children felt that they would enjoy their play periods more if some type of organization could be fostered. Miss Roosevelt called in the city's recreation division and a meeting was scheduled to discuss the problem.

MR. PETERSON, *superintendent of recreation in Emporia, Kansas, received his master's degree in recreation from Indiana University, his bachelor's degree from Hanover College.*

It was decided jointly, by the children, teachers and recreation leaders, that all the children in the sixth, seventh and eighth grades who were interested in leading games for the first four grades on the playground during recess would be given instruction in leadership techniques and game skills. It was pointed out that only those children interested in learning leadership techniques would be given the opportunity for training. It was further explained that the children taking the training would be required to complete the entire course and take a written examination upon completion of their work. The children were told that they would not lose their own recess period because of their work with the younger grades during their recess. It is believed that the opportunity for growth and development afforded these children in taking responsibility for other youngsters more than offsets the time spent out of regular classes. It is not practical, however, to consider assigning a junior leader to more than two or three recess periods each week because the continuity of the leader's own school classes must be considered. Each school must develop its own schedule based on specific needs.

My part as the recreation leader was to set up a training program to teach these volunteer play leaders. The program has been revised a little from time to time, as different methods have been tried, and it should be adapted to fit local conditions wherever possible.

OUTLINE OF THE COURSE

Length of training: four weeks, two one-hour meetings per week, eight sessions in all.

Session One

Introductory meeting explaining content of the course, what the children may expect and what the leader expects of the children, explanation of the written test and certificate of achievement for those completing the course.

Session Two

1. Leadership hints (repeat each session for emphasis): how to get attention of the group and other leadership techniques.
2. Teach four games.
3. Assign each game to a child to re-teach to the group at beginning of the next session.
4. Review the games verbally.
5. Give each participant an outline and a copy of all games that will be taught during the workshop.
6. Answer any questions.

Session Three

1. Review leadership hints.
2. Have children who were assigned re-teach the group the first four games.
3. Ask for constructive criticism from the group. Point out leadership errors in a way that will help the children to grow and develop.
4. Teach four new games, assign new games to four more prospective leaders.
5. Review names and type of all games learned.
6. Have question and answer period.

Session Four

1. Review leadership hints.
2. Have assigned children re-teach their games.
3. Have criticism from group after each game has been taught.
4. Teach four new games. Assign new games to children.
5. Review names and types of all games taught up to this point.
6. Have question and answer period.

Session Five

1. Review leadership hints.
2. Have assigned children re-teach their games.
3. Have criticism from group after each game has been taught.
4. Teach four new games. Assign new games.
5. Review all games.
6. Answer any questions.

Session Six

1. Review leadership hints.
2. Have assigned children re-teach their games.
3. Have group point out errors. (There should not be many by now.)
4. Review all games in view of written test coming up during the next session.
5. Tell children what they can expect on the written test.
6. Answer questions.

Session Seven

1. Give written test.
2. Include some of the following:
   a. Leadership hints.
   b. Lists of different types of games.
   c. Specific questions about certain games.
   d. Have children write full directions for one or two of the games they have learned.

Session Eight

1. Award certificates of achievement (and watch the children's faces glow).

SUGGESTIONS

1. Explain to teachers the details of assigning children to different groups for leadership.
   a. Assign leaders to groups by pairs. Children gain confidence by having another youngster standing by to help. The extra leader can help with the formations, guiding children, handling balls, and so on.
   b. Assign strong and weak leaders together.
2. At least one or two teachers should be on the grounds during recess periods for obvious reasons: authority, in case of injury, to guide and offer assistance to the young leaders, and over-all supervision.
3. Do not insist that every child play the game. One of the basic fundamental philosophies of recreation is that recreation is voluntarily participated in for the enjoyment derived. Once the child who has been left out sees the fun, he will be more than happy to play the next time.
4. It will not be necessary to re-teach the games each time after the children have learned them, but a leader should be on hand to help start and finish the game.
5. Scheduling leadership classes for a given group should not exceed two or three times a week, thereby allowing time for free expression of skills already learned, such as swinging, sliding, climbing, and so on, in addition to the opportunity to grow through organized recreation.
6. Children should be encouraged to share with the class their ideas and experiences for new games.
7. Leaders should keep up their training by learning new games to teach the youngsters, possibly through a recreation leaders' club with monthly meetings.

A problem of major concern is: what games are best for training these youngsters? It must be kept in mind that the games will be taught to the first four grades and therefore cannot be highly technical or physically hard for participants. These early elementary children are not too adept at catching or batting balls or doing some of the more complicated skills such as dribbling or kicking. The following games are listed in order to give you an idea of some of the games that have proven successful:

Line games:	*Circle games:*
Steal the Bacon	Stride Ball
Streets and Alleys	Slap Jack
Running games:	*Relays:*
Squirrels in the Trees	Foot to Foot Relay
Puss in the Corner	Over and Under Relay

In addition to the games given for early elementary grades it is important to include a few for the older age groups. These can be taught as extras and need not be part of the regular training. Quiet games that can be played indoors during inclement weather also are needed.

I feel that here is a golden opportunity for recreation leaders to offer technical assistance and guidance, if not leadership, to the hundreds of schools all over the country which are confronted with problems centering around the recess or play period, a real chance to help schools in an area oftentimes neglected because of a lack of the proper know-how.

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More than Make-Believe

Judith Gots

A Children's Theatre Provides Recreation and Social Education for Local Youngsters.

Before they start acting, youngest children draw their concepts of their roles.

NOW, BEFORE we decide who's going to be Rumpelstiltskin, why don't you draw what you think he looks like on the board?

This may not be exactly the Stanislavsky method of teaching acting, but it's the one that works with the youngest members of Syracuse University's Children's Theatre.

Started in 1930 by Sawyer Falk, director of dramatic activities at the university, the theatre, which is open to Syracusans aged five through seventeen, has been active ever since. Professor Falk sees the Children's Theatre primarily as a public service of the university: "It is part of our belief in, and attempt to promote, the theatre as a true communal activity—a part of the people's everyday life and not something connected only with Broadway."

In creative dance, children do basic exercises before they make up their own.

According to the stated policy of the Children's Theatre, in the course of training the student is taught:

1. Responsibility toward a group enterprise.
2. The discipline that goes with theatrical rehearsals.
3. Training in body and voice.
4. The sense of integrity that an art such as drama demands.

The Children's Theatre is an excellent example of how a semi-public institution, such as the university, can become a more integral part of the community by contributing to its recreation and education program.

Many of the youngsters who become "regulars" in the group continue their interest in dramatics after high school by enrolling at the university, and some of them even return to Children's Theatre as teachers. "I enjoyed coming here so much when I was a little girl," one of the instructors recalled, "I hated to stop. The next best thing was teaching a class myself."

Since its founding, the group has had a varied organization. Teachers have been graduate students, drama instructors, paid professionals; the location has ranged from rooms in campus buildings to downtown and neighborhood theaters. But over-all supervision has always rested in the university drama department.

At present, classes are held every Saturday morning on the university campus. Teachers are recruited primarily from graduate and undergraduate students majoring in radio and television, speech and drama, and education. They all have a common interest in working with children or in dramatic activities—usually both. And they all agree that nothing is more challenging or rewarding.

Classes are run on a semester basis of ten to twelve weeks. The students are attracted through announcements in the local newspapers and radio and television stations, as well as by the enthusiasm of participating youngsters. Total enrollment has ranged from twenty-five to as high as four hundred; about one hundred is considered best, with the present facilities, to allow for individual attention for all.

Each child pays a registration fee of five dollars per term. This money helps cover such items as materials, costumes, teachers' token salaries and traveling expenses. Offspring of faculty members are given a reduced rate and arrangements are made so that talented children who do not have the necessary funds are able to join.

For the tiniest thespians, the five- and six-year-olds, there's a very informal class in creative dramatics. This is where the question of who's going to play Rumpelstiltskin came up. The teacher reads a well-known fairy story to the children. Then they discuss it and decide who will play each part. One little tot may bluntly announce that she's the princess and refuse to give up

MISS GOTS, *a recent graduate of the School of Journalism at Syracuse University, is active in the Nutley, N. J., Little Theatre during her leisure time.*

star billing, but in most cases, social pressure from her contemporaries and tactful handling by the teacher avoid any overt warfare. The production consists of the children acting out the story, supplying their own dialogue and actions. This form of self-expression gives them a chance to get used to the idea of acting, casting and the other phases of production.

The general dramatics class is for the older children who can absorb more formalized direction. Here the emphasis is also on "learning through doing." These youngsters choose the play they wish to work on, or even write their own. Then, if Johnny doesn't understand "stage-left," the whole group stops for discussion and explanation.

This year the students in the high-school-age group decided they wanted their classes run on a seminar-like basis. "Many of us have been coming to children's theatre for years," explained a blonde teen-ager, "and so we felt that we would get more from hearing authorities in the field, such as actors, directors and so on, talk to us than from continuing in regular classes."

The puppet group attracts children of all ages. They learn to make their own puppets out of papier maché and use them to put on puppet shows, some of them original. This semester they are also constructing their own stage.

Feeling like a snowflake or a growing flower is a common occurrence in the creative dance class for younger girls. Here they are taught the fundamental exercises, positions and movements of modern dance. "I am on the first level," a ballet-slippered miss will proudly announce as she lies prone on the floor. Then the miniature Martha Grahams are encouraged to express themselves by creating their own choreography.

One of the newest groups is that in radio and television. The seven- to twelve-year-olds in this class have the advantage of field trips through the university and downtown radio and TV stations to inspect the equipment and see live shows in production. One of the local stations recently carried a TV show written by radio students for the Children's Theatre, which sponsored and produced it. In this group, Donny a fifth grader, can speak familiarly of the merits of Norman Corwin, while eight-year-old Patsy adds to her vocabulary terms like "boom," "fade-out" and "pan-shot."

In addition to the small class projects, Children's Theatre presents at least one major production a year, drawing its cast and part of its stage crew from the children enrolled. With a box office, printed posters, costumes, scenery and scheduled rehearsals, it becomes a big event for the youngsters and gives them an opportunity to put into practice all they've learned in their classes. In recent years the major productions have included such well-known children's favorites as *Pinocchio, Alice in Wonderland, Bluebeard* and the classic *Snow White.*

The Children's Theatre provides more than just an outlet for youngsters' tendencies toward make-believe. It is also an important factor in social education — teaching poise, cooperation, responsibility and developing self-expression and creative abilities. A similar project could be a worthwhile part of any community's recreational program.

KNOW YOUR UNITED NATIONS

Plan a community-wide celebration for United Nations Day, October 24, and use it for community education on this important subject. From the outset, seven years ago, the purpose of UN Day has been to increase public understanding of and support for the work of the United Nations. Fundamentally, a broad public understanding and support is an awareness on the part of the individual American that he is part of the United Nations, and that the ultimate success of the UN depends upon his support, his faith, and his determination to see it succeed.

The program for this year, based on the theme *The UN Depends on You,* calls for public information projects, popular programs, publicity, and international exchanges with the emphasis on religious programs for the weekend because UN Day falls on Sunday. Local programs should be sufficiently broad so as to enable the entire community to participate and learn more about the UN. Imaginative displays and exhibits are one of the best means of promoting greater public understanding of the need for international cooperation. The public listens best by seeing, and most stores, banks and other places of business are willing to contribute display space.

Start a project with your youth groups, since they are usually more active and interested in world affairs—the future success or failure of the UN will affect every youth in America. Their activities inevitably involve the interest and participation of parents. Be prepared with books, stories, articles, posters, photographs and other objects which can help the young person to see the world about him more clearly. Write to the U. S. Committee for United Nations Day, 816 Twenty-first Street NW, Washington, D. C., for their leaders' guide and other materials prepared as tools for planning United Nations Day programs and projects of every kind. You will be interested to note that their suggested program activities lie within the field of recreation, illustrating once again the valuable contribution which recreation can make in the promotion of good international relations.

The majority of church organizations and groups are UN supporters, and the health center, bankers' association, labor groups, and aeronautics association are all concerned. Small units working together will spell *success* for a large community-wide UN Day program. In 1953, more than 6,000 communities throughout the United States participated in United Nations Day observances. Mayors in towns of more than 2,500 population have again been asked to proclaim United Nations Day and to appoint local committees. Offer *your* services to your mayor!

Miss Lowry and group. How to make a movie program more interesting.

Here's a new program, well-planned and very successful. It will appeal to your adult groups and to your special golden-age groups. It could be worked out for hospitals, too — as well as church and rural groups, civic and social clubs. It's simple, effective—and inexpensive! Its success depends upon the planning and promotion.

ARM CHAIR TRAVELER

Louise E. Lowry

EVERY NOW and then, a recreation department thinks up a new idea in the way of program entertainment that hits the jack pot right off the bat! This was the case when the Santa Barbara Recreation Department decided to inaugurate "The Arm Chair Traveler" as a program activity. While we had expected from seventy-five to one hundred people at the first showing, we were surprised with an attendance of two hundred seventy-five interested persons. During the spring-fall series (nineteen weeks) the total attendance grew to 4,425, with 233 as an average weekly attendance. The series was intended primarily for older adults, for homemakers, and for those who had retired or who lived alone.

There are, as we know, movies and more movies! They are nothing new, for they have been shown periodically by hundreds of recreation departments. The question was, however: How could a program of this type be made more interesting so that it would draw the greatest possible number of people? We had to think of a new approach, something a little different, a program that would sell itself. First, the name was very important—it would be a better selling point to give it a name that would attract the eye and be descriptive of the activity. Rather than merely announcing that movies would be shown we thought it would be far more effective to call it "The Arm Chair Traveler."

It doesn't cost anything to name a program, but what about the pictures themselves, the kind that would appeal to the greatest number of persons, black and white or color sound films? Where would we get a projector and a large screen and sound equipment so that the picture could be seen and heard without strain? Who would operate the projector? We had no funds with which to meet these expenses. George H. Adams, superintendent of recreation for Santa Barbara, said laughingly, "Put on your thinking caps."

From there we started! No funds, no projector or screen, and no films were at hand. The department assumed responsibility for a meeting place, since we are fortunate in having a lovely recreation center, and also offered the professional leadership.

It called for a selling job, with interest and enthusiasm as the basic tools. To make a long story short, the projector, equipment and large screen were borrowed through the courtesy of the audio-visual aids department of the city schools. Members of this department were very willing to cooperate with us in a program of this type because of the urgent need in recent years to provide satisfying recreation programs that do not sap too much of the older person's energy. It is good to plan so that part of the leisure time of this age group can be spent in an activity that is interesting and entertaining as well as educational.

It was decided, in theme with our new and attractive name, to present a travelogue series of color and sound pictures showing the highlights and beauty of countries all over the world, to illustrate the lives and customs of foreign peoples.

A recreation department staff member handles the projector. He runs the picture off first, prior to the program, to take care of any breaks in the film and to set up the sound equipment and screen so that the program will go off without a flaw. "Plan your work and then work your plan" is a good motto to follow.

The pictures were shown once a week, every Tuesday afternoon from 2:30 to 3:30 P.M., in a ten-week series. The allocation and arrangement of the series was done in advance because we had other groups and conventions scheduled to use the auditorium at other times. However, I think if certain programs run over too long a period they tend to become a common thing—like having turkey every day for

MISS LOUISE E. LOWRY, *author of this article, is the supervisor of Civic Recreation Center, Santa Barbara, California.*

dinner. It fails to remain something special. This was one of our subtle selling points—to stop at the peak before interest in the program started to decrease.

It was found that there are several ways in which modern picture reels may be obtained. Travel agencies and the railroad and bus companies have been very helpful, as have the large oil companies. Most cities or towns have their photography enthusiasts who are usually eager to show their personal travel pictures. Some who have traveled abroad make interesting presentations of their experiences and at the same time enjoy the distinction such platform appearances give them.

Folks filing out of recreation center after seeing Arm Chair Traveler. The series was planned for older adults.

In our case, the Joe Sears Travel Service of Santa Barbara has provided many beautiful pictures at no cost to us. Mr. Sears, a very civic-minded person, has been most cooperative in lending us reels of travel by air, steamship and railroad.

Older people who have traveled through various parts of the world have an opportunity to reminisce, and those whose travels have been limited are privileged to take the trip vicariously.

And, by the way, any recreation department which would care to show the beautiful color-sound motion picture *Santa Barbara—Pacific Paradise* may do so by writing to the Santa Barbara Chamber of Commerce well in advance. They will be glad to lend you their thirty-minute reel.

Publicity plays a very important part in the continued success of the program, as well as in launching it. The public is becoming more and more concerned about the aging; and their needs and activities are news. Effective publicity methods can help to keep the community informed and interested. The usual media, newspapers and radio and television stations, are usually most cooperative, and provide very valuable publicity channels. Shut-ins, whether in their own homes, institutions or rooming houses can be reached through these methods of publicity.

We also used posters in key places where older persons lived or visited frequently; and clerks at the hotels obliged us by putting our mimeographed announcements into the mail boxes of permanent guests, and also made them available in the lobby. Announcements were distributed to restaurants and cafeterias and to neighborhood rooming houses.

The Santa Barbara public library also played an important part in the program. Its staff graciously cooperated with the recreation department by mimeographing attractive weekly brochures listing a dozen or more books (with call numbers) pertaining to the countries to be shown. These lists proved very popular.

At our first showing, although we had three hundred per cent more guests than anticipated, we took time to have each one register his name and address, and our department then sent out mimeographed postal cards to each saying: "We hope you enjoyed the program and that you will be able to attend regularly." A space was left on the card to type in the names and each card was personally hand-signed. A postscript was added—a reminder in the form of "See you next Tuesday!" In this way the message was made more personal; and, by the way, it paid off! It made them feel welcome and stimulated them to return and bring their friends. This personal recruiting by the first members has been a big factor in the growth of the group. It is what we call indirect salesmanship. The personal touch should not be underestimated—it should be used not only in correspondence, but also in having members of the staff available to greet the people pleasantly when they arrive, to listen to their comments—complimentary or otherwise—to show an interest in what they have to say and to thank them for the interest in *their* program. Their confidence must be secured quickly so that the recreation leader can discover what their real interests and capacities are, and what type of pictures they would like to see in the future. One thing that should be kept in mind is that pictures should be chosen from an educational standpoint so as not to conflict with the motion picture houses in your community. At the present time, the going is an uphill grade for the theaters—and the recreation department is not interested in competing with them and does not desire to obtain pictures similar to those they show without their approval.

Activities of this type must be conducted on a modified basis, particularly as to theme and length of time. Older people cannot be rushed or they become confused. They must set the pace, and we must follow.

Later, when we launched a new series, we again sent out cards to those who were on our mailing list during the initial program. We stated that we were notifying them because of the interest they had shown at the former series.

When the people are seated in the auditorium, I greet them as a group—very informally and perhaps with some bit of humor whenever the opportunity arises. They like it—and it makes members of the audience feel that they are a part of the family.

In financing the program, cooperation was given by the travel agencies, the visual education department and the city public library. The actual output of money has been practically nil, except for a dollar or so for some film transportation charges, depending upon the part of the country from which they were sent. In using our own fine recreation center in which to show them, and a staff member to run them, we have no rental or projectionist fees to pay.

We have made no charges whatsoever; the program is open to all residents and visitors. It is for adults and, although there is no age limit, it has attracted the older persons primarily. Many appreciative enthusiasts, who were delighted with the pictures, suggested that a small fee be charged; but, I have found throughout my experience, if a program of this type can function without making a charge, so much the better. The handling of money is a headache to the recreation department, and the only time a charge is made is when it is necessary in order to defray the actual expenses. If, for instance, a request should come from the greater majority of persons to see a special film, which we would have to rent outright, then a charge would have to be made to meet this expense.

Each community should select and adapt different ideas that are appropriate to its own needs and resources. There are always individuals and groups, in communities of all sizes, who would be interested in a program with as great an appeal as ours. They should be given an opportunity to contribute their services by assisting the supervisor in charge.

How about a PLAY READING GROUP?

THE PLAY reading group can fill a real need. Some will argue that since plays were meant to be acted and have no real life without audience response, anything less than performance is a mockery of the author and whatever ideas he may be trying to convey. Let no one think any the less of group reading because its means of enjoying plays is secondary, falling short of the full glory of public presentation.

Many prefer to enjoy their reading of plays in private; but, with all due respect, they do not know what they are missing. A play is not a novel. A good play script is a terse collection of words compared with the richness of descriptive detail in a novel. Then, too, the development of the drama itself depends upon the interplay among the various characters and their effect upon each other. Granted considerable talent and a broad understanding of character, it is possible for a mature play reader to understand most of the author's meaning by reading the various parts to himself. Yet the interpretations of the characters, however fully realized by the reader, would be but the conjectures of one mind. Entirely missed would be the delightful surprises of sharing the enriching experience of several minds meeting on that common ground. Individuality, the important elusive ingredient in the make-up of every single character, will be more readily seen and recognized by several pairs of eyes and the wider experience of the group. There you have the best argument for enjoying the reading of plays aloud in a group.

Start with your keenest members. Four or five will do. It's a good idea to let each of them read the whole play through beforehand. This saves long explanations before the group reading begins. It is well to have as many copies of the play as possible. Don't just depend on your public library. Ask your friends; they may happen to have a copy in a collection on their shelves. Weekly evening meetings should be planned at least a month ahead. Contrast in the choice of plays and regularity in meeting are the two most important factors in keeping the group together.

The group leader might select people to try certain parts in the first act. There should be no favoritism among the readers. The enthusiasm of every member should be nurtured. It is even helpful to pass the role of leader around the group from week to week. Parts should be changed about during the course of the reading. Give those with little experience a chance to read sections of the large parts. Let the experienced see what they can do on sight with the small roles. The most important thing is the development of an original approach to all roles. The benefits will be appreciated later in preparing roles for stage performance.

Open discussion at the end of each evening's reading will help everyone toward a clear interpretation. It is well to have this discussion completely informal. From time to time draw others into the circle. Some of the group enthusiasm is bound to rub off on these new members and new vitality will be felt in the club's activities.

Group spirit is a tender plant; let it grow!

Condensed and reprinted by permission from "How About a Play Reading Group?" by J. E. Miller, *Community Courier*, October 1953. Issued by Community Programmes Branch, Department of Education, 206 Huron Street, Toronto 5, Ontario.

PERSONNEL

W. C. Sutherland

Congress Special

Something special and unique at the St. Louis meeting will be the preview of the two-year study, recently completed, of the recreation leadership and training needs in the southern region of the United States. This is the first time that such a presentation will be made at a national Congress. Indeed, it is the first study of its kind ever to be conducted in the recreation field. Dr. William G. McGlothlin, consultant on professional programs for the Southern Regional Education Board, and Dr. Doak S. Campbell, president of Florida State University and a member of the Southern Board, will (1) reveal some of the highlights of the recreation study and (2) interpret the interesting and unusual movement underway in the South for cooperative professional education programs on a regional basis. Answers to many questions have been found in the Southern Regional Recreation Study, such as: What is the status of organized recreation in the South? What of the future? What are recreation workers like? What are the conditions under which recreation workers must serve? What are the educational needs of the recreation profession? Many problems have been identified and defined with recommendations for their solution. The Southern Regional Education Board has engaged the temporary services of Dr. William J. Tait, director of recreation curriculum at Florida State University, to help carry out some of the recommendations.

One of the first steps toward a plan of action taken by the Southern Regional Education Board is the planning of a conference scheduled to be held in Atlanta, Georgia, in the middle of November. College and university administrators, recreation educators, professional recreation workers and employers in the various fields represented in the study will be invited. Representatives from these responsible groups are expected, among other things, to propose appropriate action for (1) recruitments of students, (2) the expansion of undergraduate curricula for recreation and (3) the strengthening of graduate recreation programs.

The southern region is a vast area composed of fourteen states and containing 45,000,000 people, twenty-nine per cent of the population of the United States. Southern industry, population, urbanization and suburbanization are increasing rapidly. These and other factors are combining to affect the changing conditions and pattern of living. With these changes emerge a constant and ever-increasing need and demand for recreation facilities, services and professionally trained leadership. Although the growth of recreation in the South has been rapid, the need for it has been more so. Like Alice in Wonderland it seems that recreation must run twice as fast to stay where it is. If we know our Alice, however, she will continue to increase the pace until the need is more adequately met.

* * * *

The National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel has given much time and thought to the arrangement of the personnel activities to which you may look forward at the National Recreation Congress in St. Louis.

Jerry Donovan, assistant director of the Civil Service Assembly of the United States and Canada, will be on hand to spearhead a meeting on "Job Analysis" and to answer questions involving civil service. There are many important and complicated questions here. What are yours? We would suggest that you send them to us in advance. "Visual Resources for In-service Training" is another session you cannot afford to miss.

Ted Deppe, recreation educator, has enlisted the interest of the Visual Aids Department at Indiana University and materials and equipment are being made available for demonstration and exhibit purposes. Indiana University has one of the oustanding visual aids departments in the country and it is significant that some of the students majoring in recreation take a minor in this specialized field which has so much to offer to the recreation profession. Another timely session will be "Planning and Evaluating the Undergraduate Curriculum." Charles K. Brightbill, of Illinois University, who is chairman of the National Recreation Association's committee on undergraduate education, will chair the meeting.

The National Advisory Committee on Recruitment, Training and Placement will also hold its third annual meeting at the Congress. Its activities will be evaluated and plans for the future will be considered. This is a crucial period for the recreation profession, and the committee will continue to study important problems related to recruitment, education and placement. What has been done toward the solution of these problems? What are the most pressing needs and what is being done to meet them? What approaches, methods and procedures shall be used? These concerns will continue to receive the attention of the committee which, in turn, solicits the assistance and suggestions of all professional workers and friends of the recreation movement.

Recent Appointments

Donald E. Belcher, superintendent of recreation, Auburn, Maine; *Henry Bonnet*, area recreation supervisor, Baltimore County, Maryland; *William W. Brown*, superintendent of recreation, Norman, Oklahoma; *Myers H. Browne*, athletic director, Booker T. Washington Center, Rockford, Illinois; *Jack B. Cornette*, physical director, Crispus Attucks Association, York, Pennsylvania; *Joseph E. Curtis*, superintendent of recreation, Oceanside, New York.

Irving Elson, director, H. Dolgin Playground, Department of Parks, Brooklyn, New York; *George Fasolo*, director of community center, Ridgefield, Connecticut; *Gwendolyn A. Finney*, girls' worker, Carver Community Center, Schenectady, New York; *Paul* Flaig, director of youth activities, West Point, New York; *Frances Fowler*, recreation worker, Seton Hospital, New York City; *Anne M. Freeman*, girls' worker, Recreation Department, Concord, New Hampshire; *Kitty Gilmore*, girls' worker, Bradfield Community Center, Lima, Ohio.

MR. SUTHERLAND *is the director of the NRA Recreation Personnel Service.*

Arnold Halpern, superintendent of recreation, Coeur d'Aline, Idaho; *Charles Heidelberger*, assistant, Recreation Center, Winchendon, Massachusetts; *John F. Holland*, superintendent of recreation, Warren Township, Michigan; Richard B. Jansen, director of rehabilitation, State Hospital, Crownsville, Maryland; *James Karnasales*, superintendent of recreation, Ketchikan, Alaska; *William S. Leedale*, superintendent of recreation, Conshohocken, Pennsylvania; *Suzanne Lessard*, assistant superintendent of recreation, Springfield, Vermont.

E. S. Mukes, executive director, Booker T. Washington Center, Hamilton, Ohio; *Ara Mantarian*, assistant superintendent of recreation, Hastings-on-Hudson, New York; *Mr. and Mrs. R. C. Oliver*, directors of recreation for Civic League, Delhart, Texas; *Gerald G. Raderstorf*, superintendent of recreation, Oak Park, Michigan; *Lillian Rybicki*, recreation worker, tuberculosis department, Kings County Hospital, Brooklyn.

Mrs. Dorothy T. Smith, girls' worker, George Washington Carver Center, White Plains, New York; *Barbara Warner*, assistant, W. P. Clark Memorial Building, Winchendon, Massachusetts; *Zaidee Webb*, assistant health education director, YWCA, Charleston, West Virginia.

Resident Grants

In cooperation with community agencies and hospitals in New York City, certain limited grants are available for students wishing to continue their education in the areas of recreation and camping. These grants—in the form of room and board which will be given to qualified students, in return for which the student will be asked to give a limited amount of service in the agency—make it possible for students with limited budgets to continue their studies on a full-time basis. For further information apply to: Dr. M. A. Gahrielsen, Department of Physical Education, Health and Recreation, School of Education, New York University, Washington Square, New York 3.

Overseas Positions

Army Special Services has openings for the following personnel in the Far East and in Europe.

SERVICE CLUB PERSONNEL (WOMEN)

Qualifications for assistant service club directors include a degree from an accredited college and a minimum of two years full-time professional experience in recreation leadership. Age limits are twenty-six to forty; candidates must be unmarried and have U. S. citizenship. Salary is $3795.

Qualifications for club directors, age thirty to forty-five, are the same as above with an additional year's experience in an Army or Air Force service club required. Salary is $4205, and there are attractive openings in the Far East, Europe and Alaska.

Applications are still being accepted for recreation leaders, the beginning position which requires a degree but no professional recreation experience. Salary is $3410, and although vacancies are limited at present, openings are anticipated in the near future.

CRAFTS DIRECTORS

There are positions for single women, and a limited number of men, between the ages of twenty-four and forty, who have a degree from an accredited college or professional school with a minimum of thirty hours in arts and crafts. Proficiency in graphic arts, metal, wood, and leatherwork, ceramics, and photography is required. Two years full-time professional experience in directing a comprehensive program of arts and crafts is also a must. Experience in supervising and working with adults will weigh heavily in an applicant's favor. All of the positions involve administrative duties, such as preparing budgets, ordering supplies, handling revolving funds and conducting workshops, as well as technical supervision of trained and untrained American and foreign personnel. Salaries range from $3795 to $4205.

For further information write to:

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(Street)

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Signed .....

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APPLICATION FOR ACTIVE ASSOCIATE MEMBERSHIP

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The name of my organization is:

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My title (or the type of recreation work I do) is:

.....

Check for $5.00 is enclosed.

Signed .....

Home Address .....
(Street)

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(City) (State)

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A Reporter's Notebook

Honored

G. Ott Romney, civilian recreation consultant for the United States Army in the Far East Command, has been awarded an honorary degree of Doctor of Laws by his alma mater, Montana State College, in recognition of his outstanding services in the field of recreation.

Garrett G. Eppley, chairman of the department of recreation at Indiana University, has received a special citation for meritorious service in the field of recreation and parks from Manchester College, Indiana.

Kenneth W. Kramer, director of recreation in Crawfordsville, Indiana, has been named recipient of the annual Citizenship Award for 1953, presented by the Veterans of Foreign Wars.

Dunham V. Reinic, community recreation director in Greenville, Pennsylvania, has been selected as Greenville's "Man of the Year for 1954" by the Lions Club.

Retired

Karl B. Raymond, director of recreation for the Minneapolis, Minnesota, Park Board after forty-four years of continuous service.

Bert Swenson, dean of recreation for the Stockton, California, Recreation Department, after thirty-six years of service with the department.

Dr. Harold C. Bryant, superintendent of Grand Canyon National Park, Arizona, for the past fifteen years and an "old timer" with the National Park Service.

Florence Kiefer, for many years the nature recreation supervisor of Chicago Park District.

William G. Llewellyn, recreation director in Niles, Ohio, for the past twenty-six years.

In Memoriam

Henry L. deForest, Plainfield, New Jersey, a sponsor and devoted friend of the National Recreation Association for the past thirty-four years, died last spring. A staff member who worked with Mr. deForest for many years said of him, "I have never known a finer character, one who showed greater loyalty, kindliness or a friendliness so universal it encompassed all mankind."

Dollars and Sense

➤ *Knoxville, Tennessee,* will soon have three new city playgrounds. Work on two of these will cost an estimated $9,000, with money to come from the parks and playgrounds bond fund.

➤ *Charlotte, North Carolina,* has new $150,000 swimming pool and community building facilities in Cordelia Park.

➤ *Siler City, North Carolina,* a community of less than three thousand population, this summer opened an excellent new swimming pool and bathhouse. Funds were obtained by a $90,000 bond issue and the Jaycees are promoting a project for a picnic area adjacent to the pool.

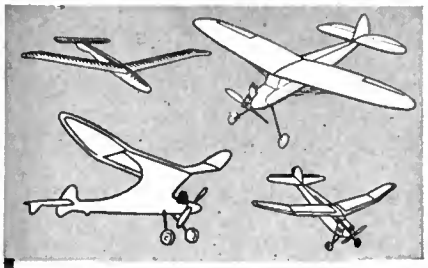
➤ Money for the construction of a $125,000 swimming pool was included in the *Waukesha, Wisconsin,* budget.

➤ *Abbeville, South Carolina,* with a population of about six thousand, has completed a $32,000 swimming pool.

➤ The recreation commission in *Saaford, North Carolina,* adopted a $350,000 long-range program to improve community recreation facilities over a period of years.

➤ *Menlo Park, California,* is proposing a cost-saving development through joint school and recreation department playground and picnic areas for the grounds of Oak Knoll and Hillview schools. Each of these schools has about ten acres of land.

➤ Villa Platte City Park in *New Iberia, Louisiana,* opened this summer on a twelve-acre tract of land purchased by the city three years ago. Total cost of the land, a recreation building built two years ago and a bathhouse and pool added this year, has been about $147,-



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000. Additional improvements on the area will cost an estimated $10,000.

News in Brief

■ The July bulletin of the Illinois Recreation Association carried a study, "Accidents on Recreational Facilities," by John Montgomery, graduate student in recreation on leave of absence from the Oakland, California, recreation department. One of the general conclusions was: "Playing in the apparatus areas was the activity most often engaged in when accidents occurred. The young age of the individuals, their lack of coordination and motor skills are contributing factors to the high incidence of accidents. Often there is too wide an age variance among the participants. Supervision of this area of play is often not as great as the activity warrants. Types of play and equipment are often hazarduous." In all, the study contains many interesting statistics.

■ At the New Jersey Public Recreation Association spring meeting, members heard a panel of five experts urge closer cooperation and joint planning for new schools for total community use. Dr. Felix McCormick, associate professor at Columbia University and moderator of the panel, in summing up the main points stated that all who will use the schools—teachers, parents, adult students, recreation workers, the health inspector, and even the town clerk who will use them as voting places—should be consulted by municipal authorities if successful planning is to result.

■ In Opelika, Alabama, the city planning board, guided by its land-use plan, reviews all the proposed land acquisition. If, for example, the school plans to buy land, the board will recommend that the city buy the additional land necessary to fully provide for recreation. Thus the community is rapidly acquiring sufficient play space well located in relationship to the schools and to the population.

■ A very interesting and timely article by Frederick Lewis Allen, "Crisis in the Suburbs," appeared in the July issue of *Harper's Magazine*. The article extols the need for bold future planning for communities to allow breathing room and recreation. Mr. Allen says: ". . . I have been repeatedly struck by the lag in preparing for the future which one finds in the story of community after community. . . . *I suggest as a first order of business, for every suburban governmental body and for every suburban citizens' association, a considerution of ways and means for preserving open land for the benefit of succeeding generations.* For the change to the greater metropolitan region is upon us. We cannot stop it. We can only channel and direct it. And we cannot even do that unless we act in good season. For it's later than you think."

■ In Brockton, Massachusetts, there's a big day in the offing for senior citizens on September 19 when "Golden-Age Day" will be celebrated at the famous Bockton Fair. The Brockton Agricultural Society, sponsor of the fair, extended the invitation to the golden-age clubs through the Eastern Massachusetts Recreation Association. Admission will be by group only and all programming for the day will be directed for these groups.

■ The Arizona Game and Fish Commission has now legalized the taking of rough fish (carp, buffalo, suckers) by use of bow and arrow on a statewide basis. The archer may not have other fishing equipment with him, and he may not use his equipment within half a mile of any boat dock, swimming area, or other place where people are concentrated.

■ Dubuque, Iowa, started an eight-week morning playground program this summer for mentally retarded children. The program was held in one of the parks and had a day-camp setting. Parents of the children were very cooperative and paid for a school bus to pick up the youngsters and return them after the program.

■ Seventeen schools in Houston, Texas, remained open this summer to make available their recreation facilities for use without charge. Seven of these schools have swimming pools. The schools chosen were in parts of the city where there were no nearby parks.

■ A clever "Shower Announcement" for Mr. and Mrs. Carbondale's City Park was sent out by the city of Carbondale, Illinois, and the park district. Data included: Size—*190 acres;* Where—*City Lake Area:* Brothers and Sisters—*Youth of Carbondale.* Organizations and individuals were invited to share in the development of the new *creation* through the donation of needed equipment.

■ A gay and colorful wall-size (20 by 31 inches) map of American folklore depicting interesting legendary characters, an attractive addition for an office or club room, and several mimeographed publications are now available from the National Conference American Folklore for Youth. A few of the folk-

lore materials which should be of great help to recreation leaders and teachers are listed below; however, the Conference does have many others.

McKee Map of American Folklore and Legend	$.50
American Jump Rope Rhymes	.30
American Autograph Rhymes	.50
Riddles Popular with Children	.30

Send check, coin or money order with orders to Dr. Elizabeth Pilant, National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana. Free materials will be sent with maps upon request.

■ Children in Memphis, Tennessee, are getting the thrill of a lifetime as they climb aboard the cab of a real locomotive. The locomotive, given to the city, was placed in a park to the delight of local small fry. And far across the nation, in Tacoma, Washington, other youngsters are experiencing a similar thrill since the Northern Pacific Railway presented locomotive number 1364 to the Metropolitan Park District and the people of Tacoma.

■ The May issue of *Contact*, the bulletin of the Vermont Recreation Society, was dedicated to senior citizens and golden-agers. Looks like there are many interesting programs planned for Vermont's oldsters.

■ The after-school playground program, sponsored jointly by the recreation and parks department and the city schools in Yuma, Arizona, which is in operation daily from October to March, has for its theme "Fun with a Purpose." The activities serve both elementary and junior high school students and cover a wide range of interests. The program varies from playground to playground to meet neighborhood conditions; however, the activities offered include: informal dramatics, group games and sports, tournaments, singing, square and folk dancing, crafts and quiet games. Junior high school students also have dancing, bowling, tennis classes, sportsmen's club and camera club, and a rifle club and archery club will be added. Two of the interesting features of this program are: (1) the workshops held for three hours each month for leaders, many of whom are teachers, and (2) the wide use of both adult and student volunteers.

■ The city swimming pool in Monroe, Louisiana, gets year-round use. After the summer swimming period is over, it is turned into a fishing pond for the "under-twelves" for the winter months. Branches and clumps of water plants are placed in the pool to afford shelter for the fish, which are furnished free by the State Fish and Wildlife Association. Fishing hours are from early morning until sundown; and each child is allowed to catch ten fish.

■ WANTED—FOR RECREATION MAGAZINE: If your department held any special observance of Family Play Day—May 1, Family Play Week—May 1 to 7, Joseph Lee Day, Fourth of July, or any unusual Easter observance, please write it up NOW and send it to the magazine. We'll be most grateful.

Coming Events

September 13-17—Experts from all parts of the world will meet in The Hague, Netherlands, to discuss improved methods of assistance to the physically handicapped at the Sixth World Congress of the International Society for the Welfare of Cripples.

October 3-8—Fifty-sixth annual conference of the American Institute of Park Executives, Lord Baltimore Hotel, Baltimore. For information, Arthur B. LaGasse, executive secretary of the institute, 30 North LaSalle Street, Chicago 2.

November 3-5—Annual convention of the National Society for Crippled Children and Adults at Hotel Statler, Boston.

November 18-20—Second annual convention of the Illinois Association for Health, Physical Education, and Recreation at the Pere Marquette Hotel, Peoria.

An article prepared for this issue, "Recreation Commission Use of School Facilities," by Lloyd A. Rochford, of the Research and Publications Department, Long Beach Recreation Commission, will appear in a future issue of RECREATION.

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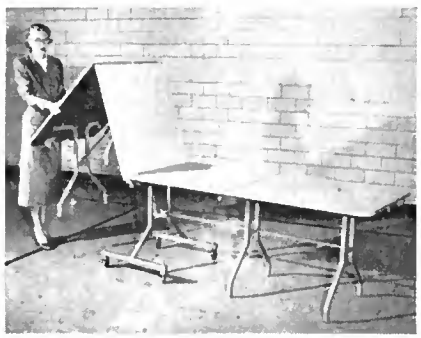
♦ A new folding table without benches, the Erickson Fold-A-Way Benchless Portable is a multi-purpose, space saving, completely portable table which



can be easily set up or taken down by one person. It folds compactly for storage, and rolls on its own rubber-tired casters. Tables are available in four models, two heights and two lengths. Address inquiries to Newell Riseball, Sales Manager, Haldeman-Langford Manufacturing Company, 2580 University Avenue, St. Paul 4, Minnesota.

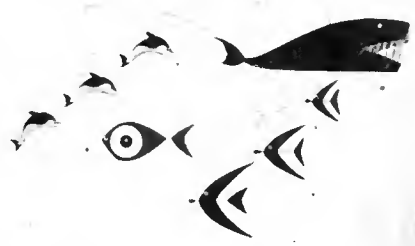
♦ A new catalog explaining and illustrating the improved features of telescopic gym seats of completely new design may be obtained from Fred Medart Products, Inc., 3535 DeKalb Street, St. Louis 18, Missouri.

♦ Rek-O-Kut Company, maker of fine recording and playback equipment, has announced the availability of a new Strobe disc for checking turntable

speeds. The Rek-O-Kut Stroboscopic Card is designed for all speeds; and instructions are furnished on the cards which are available free from Avery Yudin, Rek-O-Kut Company, 38-01 Queens Boulevard, Long Island City 1, New York.

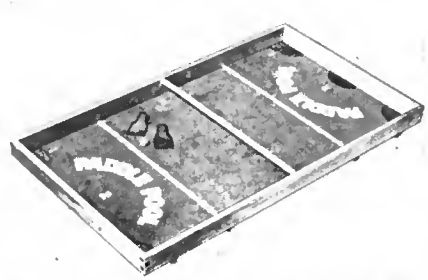
♦ Free craft catalogs are available from Kit Kraft Dept. AU6, 7373 Melrose Avenue, Hollywood 46, California. These catalogs feature a complete leathercraft line and contain a variety of other crafts such as metal tooling, textile painting, beadcraft, shellcraft, oven paints, cork, and so on.

♦ Mobiles, the art form that combines shapes, textures, color and motion, seem to be coming into their own this year. They are now available in kit form containing everything needed to assemble perfectly balanced, decorative mobiles that are fascinating to watch and fun to put together. Sets have pre-printed and die-cut cardboard, foil boards, plastic



pieces, balls, beads, feathers, thread, and all the necessary parts. Designed by Jon Gnagy, they are available in three subjects: fish mobile, circus mobile and space mobile. Arthur Brown & Bro., Inc., 2 West 46th Street, New York 19.

♦ Paddle Pool, a new game as fascinating as table tennis, is winning wide acceptance in schools and on playgrounds, not only as entertainment but as an aid to the development of muscular coordination. It appeals to all age groups and can be played indoors or out, on floor or lawn or on a table. The board is twenty-six by forty-six inches and takes up about the same storage



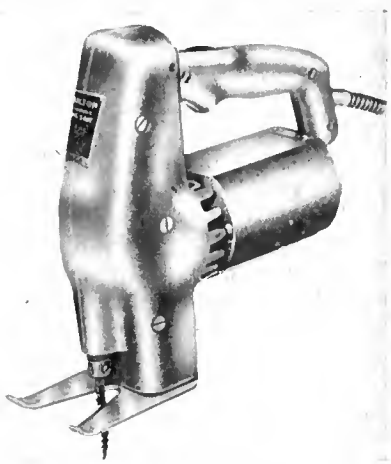
space as a folding card table. Howard Mfg. Co., Kent, Washington, or 2428 East 56th Street, Los Angeles 58.

♦ A very interesting and complete new catalog of tools, materials and supplies for sculpture and ceramics, covering a wide range including clay, wood, metal, plaster, stone and many special media, will be sent free upon request to RECREATION readers from Sculpture House, 304 West 42nd Street, New York 36.

♦ Plasti-Cut, a new complete kit for making woodcut prints, permits individuals of all ages to turn out person-

alized greeting cards, announcements, book plates, and even prints suitable for framing. This new woodcut medium is easier and faster to use than wood or linoleum because it does not require tedious hand carving, special tools or intricate gouging techniques. Ordinary writing pressures are sufficient. Claire Trieb Slote, Bassons Industries Corporation, 1432 West Farms Road, Bronx, New York.

♦ The new Dalton Portable Electric Jig-Saw, Model D-500, does the work of seven different types of saws. It can cut any material—wood, plastic, metal



composition board, hard rubber, and others—and saws circles, curves, straight lines and intricate designs. The unit comes equipped with five different blades and can be used as a rip, cross cut, coping, jig, scroll, band or keyhole saw. Kapner Hardware, Inc., 2243 Second Avenue, New York 29.

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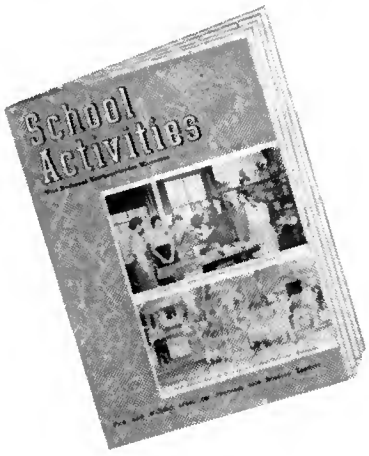

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BALLROOM DANCING MADE EASY, Angela M. Rosanova. Vantage Press, Inc., 120 West 31st Street, New York 1. Pp. 129. $3.00.

BARBECUE COOK BOOK, Hyla Nelson O'Connor. Arco Publishing Company, 480 Lexington Avenue, New York 17. Pp. 144. $3.00.

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COMPLETE GUIDE TO CHICAGO, Andrew Hepburn. Travel Enterprises, Inc., 257 Fourth Avenue, New York 10. Pp. 160. $1.00.

DRIVING TODAY AND TOMORROW, Margaret O. Hyde. Whittlesey House, McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36. Pp. 143. $2.50.

ETHICS IN A BUSINESS SOCIETY, Marquis W. Childs and Douglass Cater. New American Library of World Literature, Inc., 501 Madison Avenue, New York 22. Pp. 192. $.35.

FARM VACATIONS AND HOLIDAYS. Farm Vacations & Holidays, Inc., 500 Fifth Avenue, New York 18. Pp. 40. $.25.

FOREVER YOUTHFUL, Phil A. Stephens. Vantage Press, Inc., 120 West 31st Street, New York 1. Pp. 78. $2.50.

GROUP FUN, Catherine Conway Reiley. Dodd, Mead & Company, 432 Fourth Avenue, New York 16. Pp. 342. $3.95.

GUIDANCE THROUGH DRAMA, M. Jerry Weiss. William Morrow & Company, 425 Fourth Avenue, New York 16. Pp. 333. $3.95.

HOME REPAIRS AND IMPROVEMENTS, Emanuele Stieri. Barnes & Noble, Inc., 105 Fifth Avenue, New York 3. Pp. 375. $1.50.

HOW TO ORGANIZE AND RUN A SCHOOL CAMERA CLUB. Ziff-Davis Publishing Company, 366 Madison Avenue, New York, New York. Pp. 28. Free.

HOW THE GREAT RELIGIONS BEGAN, Joseph Gaer. The New American Library of World Literature, Inc., 501 Madison Avenue, New York 22. Pp. 240. $.25.

INDIVIDUALISM RECONSIDERED, David Riesman. The Free Press, Glencoe, Illinois. Pp. 529. $6.00.

INITIAL REPORT — YOUNG OUTDOOR AMERICANS CONFERENCE OF 1954, sponsored by The Isaak Walton League of America, Chicago, Illinois.

LEISURE-TIME PROBLEMS OF PUERTO RICAN YOUTH IN NEW YORK CITY, The Catholic Youth Organization, Archdiocese of New York. Pp. 81. $1.00.

PSYCHOLOGICAL FIRST AID IN COMMUNITY DISASTERS. American Psychiatric Association, 1785 Massachusetts Avenue, NW, Washington 6, or Human Relations Aids, 1790 Broadway, New York 19. Pp. 32. $.35 per copy. Lower rates obtainable on orders for ten or more copies.

SPORTS FILM GUIDE (Physical Education and Recreation Motion Pictures and Filmstrips.) The Athletic Institute, Inc., 209 South State Street, Chicago 4. Pp. 41 $1.00.

SPORTSMAN'S DIGEST OF FISHING, Hal Sharp. Barnes and Noble, Inc., 105 Fifth Avenue, New York 3. Pp. 279. $1.00.

SPORTSMAN'S DIGEST OF HUNTING, Hal Sharp. Barnes & Noble, Inc., 105 Fifth Avenue, New York 3. Pp. 247. $1.00.

SQUARE DANCES USED FOR THE KENTUCKY FOLK FESTIVAL. The University of Kentucky, Lexington, Kentucky. Pp. 39. $.05 per sheet or $1.00 complete set.

Periodicals

HANDWEAVER & CRAFTSMAN. Published quarterly by Handweaver & Craftsman, Inc., 246 Fifth Avenue, New York 1. Subscription price $4.00 per year; single copies $1.00 each.

MATHEMATICAL TEACHING AIDS (Supplement to Chicago Schools Journal, Vol. XXXV, Nos. 3-6), compiled by Joseph J. Urbancek. Chicago Teachers College, 6800 Stewart Avenue, Chicago 21. Pp. 80. Single copies $.25; twenty-five or more copies for postage charges only.

UNDERSTANDING THE CHILD (A magazine for teachers.) The National Association for Mental Health, Inc North Queen Street & McGovern Avenue, Lancaster, Pennsylvania. Four issues per year; $.40 each, subscription $1.50 a year.

Magazine Articles

CAMPING MAGAZINE, *May 1954*
- Creative Reading at Camp, Elizabeth Chandler Cumming.

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, *April 1954*
- Consider LaCrosse, Harry Dubick.
- Damaging Personalities Through Recreation, Richard Kraus.
- Hospital Management Looks at Hospital Recreation, Peter A. Volpe M.D.

May 1954
- Planning an Archery Clinic, Edith Andorfer Mckay.
- School—the Ideal Community Center, Donald B. Dyer.
- Softball Skills, Louis Jorndt.

PARK MAINTENANCE, *May 1954*
- Boating and the Marina Age.
- Turf Injections, Elva Patterson.

PARKS AND RECREATION, *May 1954*
- Austin (Texas) Has Unusual Outdoor Setting, Joe E. Prowse, Jr. and Thyra E. McCary.
- Park Automobile Barrier—To Do or To Be Done For, Claude Robillard
- The Community Recreation Survey Thomas S. Yukie.
- The First State Recreation Commission, Ralph J. Andrews.

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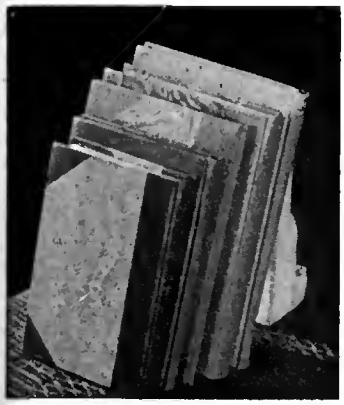

new Publications

Covering the Leisure-time Field

Creative Rhythmic Movement for Children

Gladys Andrews. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 198. $4.75.

The author, who is at present assistant professor at New York University's School of Education, has done a superb job of writing a direct, comprehensive book on the ways of using creative rhythms for boys and girls of elementary school age.

So often a book of this kind keeps stating what the end results should be, but the reader is still in the dark as to how these are accomplished. In this book it is perfectly clear how to do it.

Creativity is stressed as a way of learning; and rhythmic movement is the individual's interpretation of his thoughts and feelings expressed through the use of the body.

The author says, "There are no prerequisites necessary to utilize the knowledge in this book—only a love of children and a faith in oneself."

It is evident that all the material has been tried and tested and the charming photographs throughout the book attest to the enjoyment with which it was received by the boys and girls. The lack of a suitable room, a piano, a record player, and so on are usually the first stumbling block in the way of a leader who wants to do creative rhythms with children. These handicaps the author has neatly disposed of by proving what can be accomplished in an ordinary school room setting and by the use of improvised percussion instruments.

There are eleven chapters in the book dealing first with the child and what he is like, and moving on to an analysis of movement of all types, the development of movement, percussion and movement, and so on, with a wonderful closing chapter on "Creativity in the School Program." Musical selections, projects, specific teaching situations and the responses of the children to them are all valuable aids to the reader.

The author stresses the importance of using creative rhythms as a basis for the natural progression to folk, social and other forms of dancing which come in the middle or later years of childhood.

This book should be in the personal library of elementary school teachers and recreation leaders for, in most cases, the work in rhythms for children is woefully lacking in our physical education and recreation programs.

Highly recommended. — *Helen M. Dauncey*, Katherine F. Barker Memorial Secretary for Women and Girls, NRA.

The First Book of Stage Costume and Make-up

Barbara Berk. Franklin Watts, Inc., 699 Madison Avenue, New York 21, N. Y. Pp. 45. $1.75.

A book for young actors, very gay with colored illustrations, which could be of great help to playground, camp or community recreation leaders in planning stunts, skits, carnivals, an amateur circus, treasure hunts, costumed parades, and other special events where a touch of make-up, costume and color will lend drama and glamor to the occasion. It is very well-written, clever, and has a good index.

Design for Artists and Craftsmen

Louis Wolchonok. Dover Publications, Inc., New York 1953. Pp. 207, $4.95.

This fascinating book teaches you how to see designs in geometric and human shapes, in flowers, animals, and man-made objects. It is a down-to-earth book that also demonstrates *how to start* experimenting with the everyday objects of today's living, and with your interests and activities to achieve creative design.

The book has a powerful influence, and you will be tempted to spend many hours on the exercises which have been prepared carefully to help you interpret your own ideas. Don't be surprised to find yourself practicing drawing too! The author points out that your imagination will develop as you learn to observe and experiment.

There are 1,280 superb illustrations that can be adapted for arts and crafts objects or used as a reference file. The text adds an appreciative note to your understanding of creative design.

As a whole, the book is a never ending course of pleasure, for every time you go through it you will discover something new to inspire you!—*Shirley Silbert*, teacher at New York University and Craft Students League, author of *Craft Workit*.

Songs Children Like

Compiled by Association for Childhood Education International in cooperation with The Department of Children's Work, Division of Christian Education, National Council of Churches. Pp. 48. $1.00. (Order from Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 5, D. C.)

Collections of folk songs are legion, but here is one that is not hackneyed, containing folk songs selected carefully for their use around the campfire, on the trail, on the playground, and in the home.

For those collecting and using international program material, the songs from other lands are fresh and lovely. Included are songs from Iceland, Japan, China, Denmark, Hawaii, Indonesia, Korea, and thirteen other countries, besides those from our own folklore.

For all of us, the collection contains around seventy sparkling, fresh songs, lullabies, rounds, holiday and work songs, most of them with complete accompaniment. Recommended.

Play-By-Color

Publication address: Wolfe's Play-by-Color Books, 986 Sanford Avenue, Irvington, New Jersey.

This is a set of booklets (seven titles are now available) presenting one of the newer easy-to-do "methods" of playing the piano. More accurately, it is a device for luring children, and also adults, to the satisfaction of picking out well-known tunes by striking the keys to match colors on printed notation with those on charts placed above the keyboard. Included in the set are collections of nursery songs, Stephen Foster songs, carols, and hymns. Prices of the booklets range from $1.00 to $2.00 each. While this "method" makes no claim to teach music or to develop skill in performance, it does aim to draw out latent interest and stimulate more serious study.—*Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

Basic Concepts in Hospital Recreation

The Hospital Recreation Section of the American Recreation Society, 1420

New York Avenue NW, Washington, D. C. Pp. 26. $1.00.

This is a study accomplished through the efforts of six people, all committee members of the Hospital Recreation Section of the American Recreation Society Basic Concepts Committee. These people are: C. C. Bream, Jr., chairman, chief, Recreation Division, Recreation Service, Special Services; Joseph N. Conlin, chief, Entertainment and Radio, Recreation Service, Special Services, Veterans Administration; Elizabeth Couch, recreation supervisor, Brooklyn State Hospital; Alice Saliba, women's and girls' secretary, YWCA, Streator, Illinois; Annabelle Story, recreation training supervisor, American Red Cross, U.S. Naval Hospital, Oakland, California; Dorothy Taaffe, recreation consultant, American National Red Cross, Washington, D. C. Publication was made possible through the financial assistance of the Minnesota Recreation Association.

The growth of organized recreation as a component part of the total recovery of the patient has become more evident every year. Military, veterans' and state hospitals today consider recreation a service adjunctive to medical treatment. Voluntary, municipal and private hospitals are beginning to recognize the need for recreation throughout the country. Owing to this growth, this study of prevailing concepts of hospital recreation is not only the first of its kind in the field, but a great and necessary contribution. Letters were sent to carefully selected individuals, by the committee, requesting the benefit of their thinking.

The study was conducted in five parts: (1) definition of recreation; (2) the application of the definition to the recreation program in a hospital; (3) the place of the recreation program in a hospital; (4) the use of medical prescription in relation to the participation of patients in the recreation program; (5) the function of the physician in relation to determining the activities to be included in the recreation program for diagnostic groups, for individual patients.

The report of the study consists of an analysis of the comments forthcoming in each of these five divisions.

There are many different concepts concerning the place and definition of a recreation program in a hospital, and the study will give its readers an opportunity to evaluate the thinking of the respondents. The summary and recommendations made by the committee give one an excellent incentive to clarify one's own analysis of recreation in a hospital setting. Also, on reading the analysis of the comments, it is clear that the need for the recreation profession to get together and formulate a basic definition of recreation and its relationship to the rest of the hospital staff is imperative, before we can expect to define and discuss our status with the medical profession.—*Beatrice H. Hill*, Hospital Recreation Consultant, NRA.

The Living Wilderness

SUMMER 1953 ISSUE

The Wilderness Society, Washington 7, D.C. Pp. 30. Published quarterly. $1.00 per year. Single copies, $.50.

This issue, featuring "Wild Country As A National Asset," contains three Isaac Hillman Lectures delivered at Pacific University by Dr. Olaus J. Murie, president of the Wilderness Society, in 1953. These lectures are a valuable contribution to the literature dealing with the preservation of portions of America in their natural state. It presents effectively the significance and values to our civilization of maintaining for the use of future generations primeval forests, wilderness canoe country, high mountains and wild desert expanses. Dr. Murie praises the efforts that various groups have made to assure preservation of wilderness areas. He describes experiences in the out-of-doors in several countries and recounts what various nations are doing to preserve their lands as a national heritage. Of special interest to RECREATION readers is an account of a visit Dr. Murie and his wife paid by dog team to a tiny mining community within the Arctic Circle, and the party that was arranged to which people came from great distances to celebrate the presence among them of the first white woman for many years.

The third lecture, entitled "Beauty and the Dollar Sign," cites the monetary value of the tourist industry. Dr. Murie recognizes that when tourists flock into a scenic area it is only natural that cabin camps should spring up to accommodate them and that the grocer and sporting goods store and other appropriate services should prosper. The dollar sign is out of place, however, "when it overreaches itself and for its own sake cheapens recreation. . . . It becomes public enemy number one when in subtle ways it has the effect of lowering the tone of our aspirations, when through zeal for gate receipts and the 'quick buck' it degrades our athletics, lowers the quality of our motion pictures, and in numerous ways, by assembly-line technique in inappropriate places, dulls the sensitivity of the human mind."

This issue of *The Living Wilderness* merits careful reading by all who are concerned with recreation.

The Holiday Storybook

Compiled by the Child Study Association, and published by Thomas Y. Crowell Company, New York 16. Pp. 373. $3.50.

Somehow or other this fine book slipped past us when it came out in 1952. In case it got past you too, we just want to jog your elbow. It's a fine collection of children's stories, each around a special holiday—and you know how children love holidays. Excellent for story telling, reading and creative dramatics.

And if you can read "Horace the Happy Ghost" without laughing so hard you can't go on, you can't be on our team!

National, patriotic, Christian and Jewish holiday stories are all here—and a birthday story, too, because that's an important holiday!

Spiritual Values in Camping

Clarice M. Bowman. Association Press, 291 Broadway, New York 7. Pp 240. $3.00.

In these days of anxiety, all leaders of youth realize more and more the importance of their developing a scale of values that will withstand the budgeting of a materialistic world, and strengthen their moral and spiritual fibres. Camp is an ideal setting for developing an "awareness," and this book gives many excellent ideas and suggestions for making sure that values are correlated into every activity, not in any priggish way, but as a natural outgrowth of developing friendships, new interests, regard for other people's rights, and so on.

The content of this book is grand. It would have a greater impact upon the reader, however, had the paper been of better quality, and had it been illustrated with sketches which would help with the subject matter.

How To Work With Your Board and Committees

Louis H. Blumenthal. Association Press, 291 Broadway, New York Pp. 64. $1.00.

As the title implies, this booklet is primarily an aid for the executive or administrator. It treats constructively the many important problems an administrator encounters in carrying out his day-to-day responsibilities involving relationships with his board, functioning committees and other volunteers. The division of responsibility between the board and staff is clearly defined. Effective use is made of pertinent illustrations in the analysis of certain types of personality traits, both of the executive and of individual board members where such factors may affect the working relationship. —*Charles E. Reed*, Director, NRA Field Department.

Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

September, October and November 1954

HELEN M. DAUNCEY Social Recreation	Iowa Recreation Workshop Des Moines, Iowa September 17	Forrest W. Wakefield, Superintendent of Recreation, City Hall, Council Bluffs
	Cleveland, Tennessee October 18-21	Warren F. Magee, General Secretary, Young Men's Christian Association, 363 Spring
	State of Alabama October 25-November 18	Mrs. Jessie Garrison Mehling, Supervisor, Health and Physical Education, Department of Education, Montgomery
	State of Vermont November 29-December 9	Mrs. A. O. Brungardt, Vermont Director of Recreation, Montpelier
ANNE LIVINGSTON Social Recreation	Saginaw, Michigan September 20 and 21	Malcolm J. Elliott, Director of Recreation, Hoyt Park Field House
	Topeka, Kansas October 11-14	R. Foster Blaisdell, Superintendent, Topeka Recreation Commission, Room 258, Municipal Building
	New Orleans, Louisiana November 1-4	Mrs. Permelia M. Dunn, Special Assistant in Charge of Cultural Activities, Department of Recreation, 1000 South Rampart Street
	St. Louis, Missouri November 15-18	John A. Turner, Recreation Superintendent, Municipal Courts Building
	Prince Georges and Montgomery Counties, Maryland November 29-December 2	Mrs. Ellen E. Linson, Recreation Director, Prince Georges County, 4811 Riverdale Road, Riverdale
MILDRED SCANLON Social Recreation	Camp Lejeune, North Carolina August 30-September 2	W. H. Tuck, Superintendent, Camp Lejeune Children's School
	Charleston, West Virginia September 20-23	Robert E. Kresge, Superintendent of Recreation, Park and Recreation Commission, 310 City Building
	Portales, New Mexico October 18-21	Joseph F. Dickson, Chairman, Division of Health and Physical Education, Eastern New Mexico University
	Lubbock, Texas November 1-4	A. C. Hamilton, Superintendent of City Recreation
	Oklahoma City, Oklahoma November 15-18	Alvin R. Eggeling, Director of Recreation
	Texas State Teachers Association, Fort Worth, Texas November 26 and 27	Miss Mary Buice, Vice-President, Recreation Section, TAHPER, University of Texas, College of Education, Austin
GRACE WALKER Creative Recreation	Salisbury, Maryland September 3	Miss Marie Dashiells, Supervisor of Elementary Schools, Board of Education
FRANK A. STAPLES Arts and Crafts	Recreation Leaders Laboratory Camp Pinnacle Lyme, New Hampshire September 4 and 5	Lawrence V. Loy, Extension Specialist in Young People's Programs, University of Massachusetts, Amherst
	Langdale, Shawmut, Lanett, and Fairfax, Alabama September 13-23	Robert A. Turner, Co-Ordinator, Department of Community Recreation, West Point Manufacturing Co., West Point, Georgia
	St. Louis, Missouri October 4-7	John A. Turner, Recreation Superintendent, Municipal Courts Building
	Grand, Junction, Colorado October 11-21	Eugene Hansen, Director, Recreation Commission, 728½ North 9th Street
	Pocatello, Idaho October 25-November 5	Clair Kuss, Recreation Director

Members of the training staff will be in attendance at the National Recreation Congress, St. Louis, September 27 - October 1, 1954.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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Recreation

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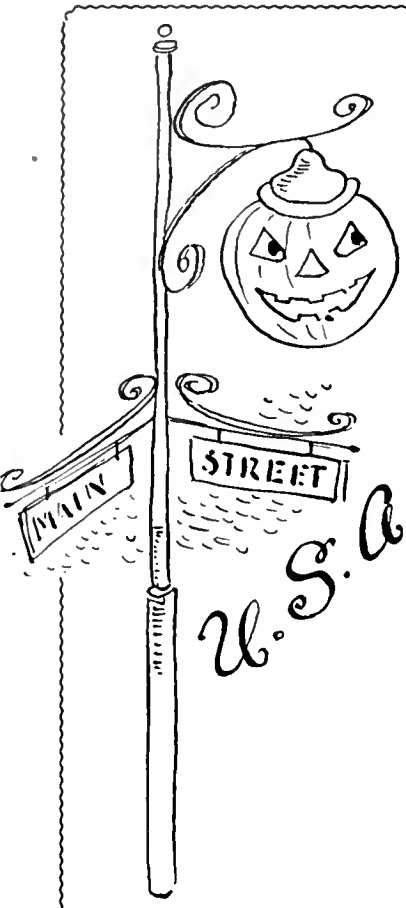

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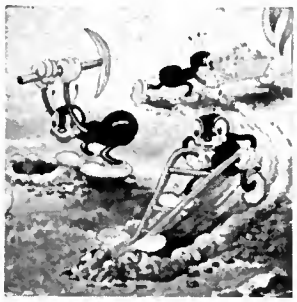

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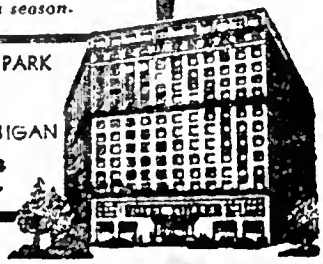

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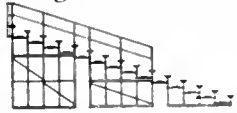

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Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Program Activities, VIRGINIA MUSSELMAN

Vol. XLVII Price 50 Cents No. 8

On the Cover

Crisp autumn weather means that fun-loving young folks like this one, old folks, family groups, set forth to enjoy themselves at state fairs across the land. More and more, municipal recreation departments are cooperating with these long established state-wide projects, or are using them as a pattern for some of their own special events. Photo courtesy of Ralph Morrissey, Nashville, Tennessee.

Next Month

Our November issue will include a concise explanation of successful "Interracial Swimming Pool Operation," by William H. Gremley, executive secretary of the Commission on Human Relations, Kansas City, Missouri; "Folk Dancers, We're Overlooking Our American Jazz Tradition," by Dr. Katona; "Remedial Recreation in a Child-Care Institution" by Charles Baker of the Pleasantville Cottage School, New York; articles to help you with your Christmas planning; and others.

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H. Clifton Hutchins

Editorial

Why are We in the Business of Recreation?

WE WHO serve the recreational needs of people are in this profession because we are conservationists at heart. By conservation I mean the wise use of resources; by resources I mean both human and natural wealth: the precious youngsters who irritate and amaze us with their energies; the oldsters who have so much to give of their long and often rich experience; the adult at the peak of his powers; the soil, the waters, the forests and wildlife from which our material and spiritual substance comes.

Whether our immediate concern is the management of parks or the more direct services to people that we call recreation leadership, it seems to me that the points of focus are ultimately the same, namely, the enrichment of human lives. Some of us choose one path to the goal and some choose another. Some of us are more directly concerned with conservation of human resources and others with helping human beings in the conservation of natural resources. The goal that we seek is development to the point of usefulness of the many and varied potentialities that exist in every individual. This is a goal that we share with other professions which are educational in character. We in recreation are not concerned with productive effort in an economic sense, but rather we are concerned with helping to attain the state of well-being and the balanced perspective that foster productive effort.

I believe that each and every one of us directly concerned with recreation leadership experiences a spiritual compulsion to help make the lives of our fellow men richer, and thereby happier, by making it possible for these people to do those wholesome things they want to do for their recreation.

This statement has several implications. First of all, it implies that we are primarily concerned with people—or more explicitly with the individual person. We believe in the Judaic-Christian principle which provides the foundation stone for our democratic way of life: that the individual human personality is the least unit of measure in our standard of values, and whatever is fine and clean and good for the individual is beneficial to our society. And more than this, we believe that one individual, regardless of his race, creed or socio-economic background, is just as important as any other individual. "Inas much as ye have done it unto the least of these, my brethren, ye have done it unto me" is the way it is expressed in the Bible.

I often think of the definition of a gentleman which I heard years ago: "A gentleman is one who is courteous and gracious to another who cannot possibly do him any good." The quotation is not exact, but seems to me to describe, in part, the people who devote their lives to what we call recreation.

A second implication is that we are in business, in the profession of recreation, because most of the people in these United States are unable to provide for themselves some of the wholesome recreations they want or which are so much a part of their heritage that they should want them. Recreation is a vehicle for realizing some of the basic satisfactions in life. If you look at the people about you, it is not hard to realize that the kind of recreation these people choose for themselves, and the recreation they might be interested in choosing for themselves if once exposed to the opportunity, are almost infinite in their variety. We all learned in school, or have since learned from experience, that each individual possesses a combination of traits different from all others. Also, the environment in which the one is nurtured is different often in small, but nevertheless significant, respects from the environment of any other individual. The result is that each of us has different preferences, different interests, different potentialities in his recreation just as in the other aspects of his daily life.

Just stop to think for a moment of the favorite recreation of the people you know best. The professional man who tinkers with antique clocks for his recreation doesn't quite fit within the building-centered or park-centered concept of recreation that some of us have. Nor does the editor who relaxes at bedtime by working out a problem in geometry. We accept, in our patterns of professional thinking, the people who want to walk, go camping, read, weave, dance, play softball or listen to a band concert. But it is sometimes hard for us to conceive that the housewife who serves as a volunteer leader for a group of teen-age girls or the farmer who is inspired to poetry by the quiet beauty of a sunrise are just as completely within the scope of our professional responsibility.

We need to bring within our professional purview the kinds of experiences that give recreational values even though primarily non-recreational in nature, as well as those experiences which are considered primarily recreational because they fit within the hours of leisure. Recreation is not an all or none proposition. These recreational values are quite as important in the development of individual capacities or in the release of latent energies as the activities that are principally recreational in themselves. By utilizing opportunities to realize such values we are conserving human resources through making wise use of the potentialities in each person—in the manner and at the time he can take advantage of them.

This thought presents a very considerable challenge to those of us who choose the field of recreation for a career. We are not in the business of rec-

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DR. HUTCHINS, *recently on the planning staff of NRA, is now assistant professor of education and coordinator of the recreation curriculum, University of Wisconsin. This editorial is from a paper he presented at the 1954 annual meeting of the Wisconsin Park and Recreation Society in Madison, Wisconsin.*

reation solely for the purpose of managing a park or leading a group or administering a program in a community center—these are but a means to an end. The end that we seek is the enrichment of human lives through making it possible for individual personalities to do those things, for their recreation, that will bring the basic satisfactions needed by that personality at a particular time and place. Organizing the necessary resources for the person who knows what recreation he wants is but one part of the task; this is easy compared with the task of awakening or cultivating new recreation interests that seem likely to bring the needed satisfactions to particular individuals. This calls for the broadest kind of personal and professional background on the part of those who are diagnosing individual needs, as well as a high degree of skill in motivating the exploration of new interests.

If, then, we accept the premise that recreation is a means of conserving human resources through further development and use of individual potentialities, it follows that recreation is not an end in itself, not a form of amusement undertaken wholly for the immediate satisfactions obtained. It is an integral and necessary aspect of human development. The child is principally occupied with play, not as an end in itself, but for the reason that use of his strength, his coordination and his reasoning power is essential to orderly growth. The process and the results are not greatly different in the adult: you and I must use our mental, physical and spiritual powers or they become dormant and sometimes unusable. Recreation helps to balance out the routine tasks into which our minds and bodies become channeled, and thus plays a part in our continuing growth and development.

This places recreation among the major functions in our social pattern because of its great contribution to the development and wise use of human resources. We are in the business of recreation because there is a unique function to be performed; one which differs substantially from that of any other agency of society in terms of the breadth of its approach to human needs, the times at which its services are rendered and the essential qualities of the experiences which it makes possible.

No less important to society is the need for conservation of natural resources to which we are dedicated. Every acre of parks set aside for the recreational uses of people is taken off the market and made a public trust. Park acreage contributes directly to the satisfaction of human needs, and thereby conserves by making wise use of both human and natural resources.

Our concern as a profession is not so much with the economics of our natural resources as it is with the intangibles or spiritual values that our soil, water, forests and wildlife can bring to man. These values are not easily measured in quantitative terms; indeed there seem to be few who have even attempted to define and measure the effects of the wilderness or contact with the soil upon the lives of people.

I believe, for instance, that the person who has lain down to sleep in the open and watched with unobstructed view the stars wheeling across the vastness of the heavens, or who has seen the awesome majesty of a summer thunderstorm sweeping up the valley, has gained something that man-made civilization cannot give. This is a compelling reason for conserving the resources that make such experience possible.

We are also in the business of recreation to conserve our heritage—our heritage being the resources inherent in the human organism and the resources in the natural environment. We are arrayed against the destructive forces of urbanization which limit the normal development of human resources, against the despoilers of natural beauty, against the polluters of waters, against the wasters of soil, forests, water and wildlife. We are arrayed alongside the other professions which are equally dedicated to the wise use of our human and natural resources. There is enough for all of us to do.

Volunteer Service Corps

Volunteer Service Corps is the new name for thirty thousand volunteers who help provide recreation programs for military personnel at First Army installations. The prize-winning name for the "What's Our Name?" contest was suggested by Joan Schulte of the Buffalo Catholic Youth Organization who serves as a volunteer at the service club at Fort Niagara, New York. Pictured are judges of the contest which was conducted by First Army Special Services Office. They are, left to right, Miss Helen G. Cahalan, staff service club director; Mr. Joseph Prendergast, executive director of the National Recreation Association; Captain R. W. Marden, First Army Public Information Office; Lt. Col. Dwight H. Sloan, chief of First Army Special Services; Miss Mildred Cribby, staff arts and crafts director; and Mrs. Doris Corweth, supervisor of public affairs programs, NBC.

The new name will describe the volunteers who range from junior hostesses to entertainers and instructors in various recreation skills. Individuals will be awarded a pin after serving as a member of the Volunteer Service Corps for two years. After five years service they will be given a gold star pin.

Letters

The Magazine Overseas

Sirs:

Congratulations on the excellent standard of your magazine. In Australia literature in the recreation field is very limited and some of your articles, particularly those dealing with programme and physical recreation, have proved most stimulating. . . .

R. G. PHILLIPS, *National Fitness Officer, The National Fitness Council of Victoria, Melbourne C1, Australia.*

Day Camping Issue

Sirs:

I would like to compliment you and your organization on an excellent issue on the subject of day camping (March, 1954 issue). The material included is a storehouse of valuable reference information for those wishing to establish day camps and for those who are operating day camps.

DANIEL E. WAGNER, *Superintendent, Division of Recreation, Dayton, Ohio.*

Source of Ideas

Sirs:

As the newly appointed recreation director here in Berlin, New Hampshire, I have been helped considerably by reading your magazine, RECREATION. It stirs me up with ideas that I feel are a necessity for the promotion of wholesome recreation.

My main reason for writing is to have the magazine sent to the commissioners of our recreation department. I know it will be helpful to them and to our department. . . .

JIM BARNETT, *Recreation Director, Berlin, New Hampshire.*

Crafts for Adults

Sirs:

A decision made by the recreation department of Hollywood, Florida, headed by Mr. Pat Heneghan, was the step toward an exciting new hobby for me and my family, as it was also for the other members of my class.

A week prior to the start of this class I had purchased a shellcraft book, tweezers and a few other basic necessities of equipment *but* I spent several hours completing my first pair of earrings. I very much wanted to learn but found glue, tweezers and shells all mixed up in my fingers.

Mrs. Mildred Mom soon straightened me out in handling materials and learning the first steps of shellcraft. Results are so much quicker than in the usual handcrafts, and there are untold numbers of ways to express one's own individual taste through different shapes and colors. Beginners can start with a kit that comes as low as two dollars. For advanced students there is plenty of challenge to working with baby cups, wire work and branching off into fish-scale crafts.

Hats off to the Hollywood recreation department in offering an inexpensive flexible hobby that can be used by young or old, the well or ill, to aid people in much more interesting and happier living.

MRS. JANET A. MAY, *Hollywood, Florida.*

A Challenge to Recreation

Sirs:

The letter from Mr. Morris* is one of those which leave you in a very unsettled frame of mind. It is full of subtle, partial truths that cause you to disagree emphatically.

Criticism of an individual or a movement is not difficult to give; but constructive criticism leading to correction should not be left entirely to implication.

The reference to grass roots growth fostered by local needs is correct, but our great movement would never have reached the proportion it has without the inspiration and direction from our parent body, the National Recreation Association. The records in my own city prove that, after the first need was felt, direct contact was made with the national association as early as 1909 for assistance and counsel, and the president of our association attended the National Congress in Rochester in 1910 in order ". . . that the local organization might receive some of the enthusiasm and impetus of that great gathering."

Mr. Morris' criticism of the college training was true several years ago; but I feel that much of that criticism is no longer valid. I am afraid it is still true in many areas that we mistake skills for

* Letters, March 1954, page 134. Other answers to Mr. Morris' letter appeared in the March, April, May, June and September issues.

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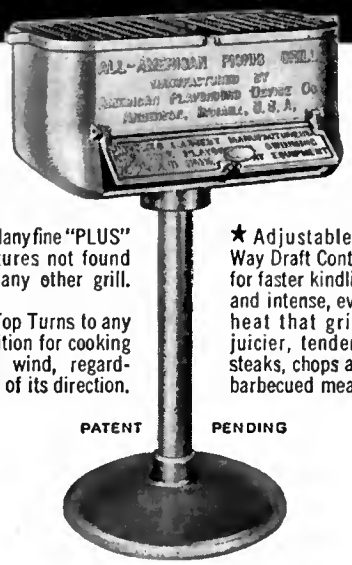

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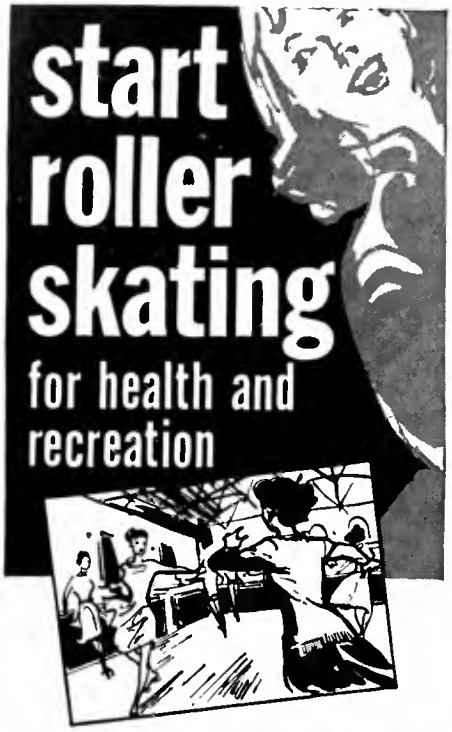

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leadership and often mistake leadership for character. We place them in value relationship as skills, leadership and character, instead of character, leadership and skills. Our recruiting undoubtedly has been weak.

I must take vigorous exception to the statement Mr. Morris has made regarding industrial recreation. I interviewed three industries showing considerable diversity of product with employment loads of 5,500, 3,000 and 3,000 employees, respectively, for my data.

The recreation leadership in these plants does not come from top sport pages, but from the personnel department. No longer is athletics the major field in employees' activities. The plants interviewed listed from twenty-five to thirty-three different types of recreational activities participated in by their employees, such as bowling, dancing, family nights, choral groups, dramatics, with particular emphasis on activities that relax and prepare employees for the coming day. Granted many plants started with an athletic program, athletics are now secondary and varsity games no longer in vogue.

If industry has failed in an individual town, in my opinion it is the fault of the local recreation department and not of the NRA, whose major work is international in scope and purely of an inspirational and guidance nature.

Industrial recreation is soundly founded as an employee-controlled and directed organization on a voluntary membership basis, for all those who care to join, with activities limited only by the desires of the group.

As to the present emphasis on juvenile delinquency, to judge the National Recreation Association for failure on that score is rather premature. I feel confident that the association will take its place at the proper time.

As to local publicity during the Congress in Philadelphia, I find no excuse for such neglect and misinterpretation of the value of the events transpiring at that time. Granted we came out of the Congress without any definite resolutions or trends, it means more to me that 1,700 delegates came away with new inspirations and a strong feeling of fellowship, in a movement that is filling such a need in our modern life, and a deepening of resolves to put more into the task of overcoming some of the deficiencies our friend finds so very numerous.

None would judge from the concerted effort displayed at the Congress that the group assembled were resting on their past laurels and expecting to gather manna from a generous public without putting forth a supreme effort to hold and increase our place in the interest of the citizens we are endeavoring to serve.

Just criticism, and careful analysis of our progress, local and national, is always a helpful sign of growth. We must be prepared continually to defend our position and warrant our place in the sun. When we fail to meet a definite public need we are through.

I have great faith, not only in the inspiring leadership that started the great recreation movement, but in the growing army of youthful leaders now sharpening their swords in a cause worth defending. Let us meet criticism, just and unjust, prepared not only to defend our position but to correct our faults. From one who would hesitate to think his life has been wasted.

GRANT D. BRANDON, *Director of Recreation, Lancaster, Pennsylvania*

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Editorially Speaking

Swimming Pool Boom

The significance to industry of the current boom in swimming pool construction across the nation, evidence of which has appeared in the pages of RECREATION from time to time, has been written up in an excellent article full of facts and figures, by Kenneth S. Smith, in the September first issue of the *Wall Street Journal*. He says, "Participants in this aquatic free-for-all may include the general building contractor in your neighborhood, who builds maybe a pool or two. Also enjoying the boom are about four hundred manufacturers and distributors of pool equipment, supplies, and raw materials. Their ranks include such concerns as United States Steel, Celanese Corporation, Pittsburgh Plate Glass, Mathieson Chemical, Johns-Manville, Hercules Powder, and Fuller Brush."

Just how many pools are being constructed this year is hard to pin down, but speakers for industry are unanimous in stating that the volume is way up from 1953 and that was no mean year. Herman Silverman, president of Sylvan Pools, Inc., at Doylestown, Pennsylvania, reports, "We expect to build at least fifty per cent more pools than last year," while Philip Isley, president of the Paddock Pool Equipment Company of Los Angeles, on the other hand, predicts that U. S. pool building this year will top the 1953 record by thirty to forty per cent.

Children's Book Week

It happens, sometimes, that recreation program leaders overlook the possibilities of reading as a recreation activity in itself, or as a contribution to programs generally. It is well to be reminded, therefore, that the promotion of reading for pleasure can not only stimulate the enjoyment of many recreation hours and extend the horizons of the individual, but it can enrich the program of other activities such as drama, art, discussion sessions, music, and so on, or contribute to the formation of reading clubs, writing clubs, poetry clubs.

If you have neglected to give books a place in your program, use Children's Book Week, November 14 to 20 as a springboard for the launching of some activities closely tied in with reading. "Let's Read," is the slogan for this year's 36th Annual Celebration. The free *1954 Manual of Book Week Aids*, and other materials are available from the Children's Book Council, 50 West 53rd Street, New York 19, New York. If you want plays suitable for Book Week, or other productions, write stating your requirements to Plays, Inc., 8 Arlington Street, Boston 16, Massachusetts, or to H. W. Wilson Company, 950-972 University Avenue, New York 52, New York.

Remember, too, that among outstanding fall events for children, parents, and all groups concerned with young people, are a number of larger, metropolitan children's book fairs to be held in different parts of the country during or close to this week. All will have special daily programs for children. Check in your area, and if you can, use the book fair to introduce your children's groups to the miracle of books.

Do-It-Yourself Books

A report in the *Publishers' Weekly* of August 7, a magazine for the book trade, announces heavy promotion of do-it-yourself books during October, which is being sponsored as Do-It-Yourself Month by the National Retail Hardware Association. Home handymen will be on the receiving end of this promotion, and many of them will be needing new books to use with the new gadgets and materials they buy. Writes the *Weekly*, "The month's promotion begins with an eight-page section of ads in the October 2 *Saturday Evening Post*. Some forty-four brand-name manufacturers are taking part and about 23,000 hardware stores will push the campaign locally, according to *Tide*, July 23. Meanwhile, Orkin Management's Do-It-Yourself Shows will be held in several cities in the fall.

"*Time*, August 2, devoted its front cover and thirteen columns to the do-it-yourself industry and says that this $6,000,000,000 annual business is expected to gross $10,000,000,000 by 1960. Some trend indicators, quoted by *Time:* New York Public Library has 3,500 how-to-books including 250 on cooking; Easi-Built Patterns has sold 250,000 copies of build-your-own-house plans since the war; a Manhattan hardware merchant, Patterson Brothers, stocks 60,000 different items for retail customers; McVicar Hardware Company in Seattle holds a do-it-yourself clinic every Friday night for one hundred customers; U. S. Plywood estimates that fifteen per cent of its $124,000,000 sales in 1953 were made ultimately to home craftsmen."

Interracial

The organization of a successful change-over to interracial swimming pool operation in Kansas City, Missouri, this summer—following the recent Supreme Court decision—is described in a clear and concise article by William H. Gremley, executive secretary of the Kansas City Commission on Human Relations. This is scheduled for publication in the November 1954 issue of RECREATION.

Atlanta, Georgia, was ordered by a federal judge in August to open its seven city golf courses to Negro golfers. In New Orleans certain days are set aside for colored players at the two city park courses. However, in Houston, Texas, the city council decided that it is operationally impossible to operate the public courses on a segregation basis and has thrown open its links "without restrictions" as to race or color.

American Education Week

Cooperate with the schools in your community in the observance of American Education Week—which will be November 7 to 13. Use it to open the doors to good public relations and as a beginning of closer cooperation in the provision of good local recreation services, remembering always that the scope or character of such services are determined locally, and are very much *your* business. Consult the September 1954 special school issue of RECREATION for leads. Some typical activities for the observance of this week are: a parade; special athletic contests; special features in local newspapers; musical programs; special assemblies in the schools and other special school events; special PTA meetings; radio or TV programs; window displays; library and museum exhibits; community forums, and so on. The central theme of this year's observance: "Good Schools Are *Your* Business."

Clubmobile Girls Needed

The Department of Defense has again asked the American National Red Cross to furnish clubmobile personnel in the Far East. Since the end of hostilities in the Far East, leisure-time activities for servicemen are more vital than ever. Red Cross now is recruiting a limited number of young women to carry on a diversified recreation program. They must be between 23-28 years of age, have a college background and special aptitude for group recreation in such fields as music, dramatics, or art. Salaries begin at approximately $230 monthly. Maintenance and travel are furnished. A training period of two weeks is held at national headquarters.

Write to Personnel Service, American National Red Cross, National Headquarters, Washington 13, D. C., mentioning the NRA as source of information.

Things You Should Know . .

▶ PICTURES OF YOUR DEPARTMENT LIBRARY showing the recreation books used as tools and background reading for the recreation job—or pictures of your own individual working library—are WANTED by RECREATION, for possible use as illustrations for a forthcoming article on "Building Your Own Individual or Department Library." Any details about your own experiences along these lines will also be welcome.

▶ BRIEF ITEMS ABOUT ANY UNUSUAL OR EXCITING CLUB in your department will also be welcomed by RECREATION for use in a future article on the subject. Give us the sort of information you yourself would want, if you were going to start one, and don't leave out the "color." Send picture illustrating its activities if you can.

▶ A JOINT CONFERENCE on Cooperation with the Public Housing Administration was held by the National Recreation Association and the Public Housing Administration in June 1954, at the request of Benjamin H. Ritter, director of Management Branch, Programs Division, Public Housing Administration. Its purpose was to exchange information on the services of NRA, and the problems of PHA, to determine how the former could help housing authorities face these problems in local communities. Present at this meeting, in addition to Mr. Ritter who presided, were sixteen other staff members of the central office of PHA and from its Washington field office, plus Marion Preece and C. E. Reed from NRA. Among the key public housing representatives present were Charles L. Levy, director of the Washington field office, Orvil R. Olmstead, assistant commissioner for programs and the chiefs of architecture and engineering, project planning and management.

Mr. Ritter explained that PHA and local housing authorities are very much in need of the kinds of assistance with their recreation problems which NRA can give. He pointed out that PHA now has in actual operation 576,000 low-rent housing units and that 198,000 of these are war-housing units. These units house two and a quarter million people. In addition, there are now in the preconstruction stage 45,000 units and an additional 47,000 units actually under construction—or a total of 92,000. Mr. Ritter stated that his chief interest in soliciting NRA help is for the improvement of recreation services to residents in the housing projects now in actual operation.

It was suggested by NRA representatives that it was of utmost importance for the Federal Housing Authorities, in planning recreation facilities, to approach local recreation, park, and school or planning authorities just as soon as decision has been reached to promote a new housing project. Much of the lack of cooperation by local recreation departments with housing authorities in the earlier years was because the local recreation authorities, in particular, were not involved in the initial planning.

The question was asked, "How should the local housing authorities and the PHA field staff proceed in planning at the right time for recreation in a community which has no established public recreation department?" Miss Preece outlined the steps which should be taken and recommended that the local authority get in touch with the mayor, city manager, school and civic groups, as well as with key private agencies interested, and endeavor to get a group meeting at which the housing authority could present its needs.

Mr. Ritter indicated that he would like to place a set of NRA printed materials in the hands of every local housing authority, and that he would like to have a meeting of the PHA field and administrative staff in each region with the NRA district representative to review local recreation problems and explore cooperative procedures.

▶ DEVELOPERS HAVE BEEN REQUIRED to dedicate five per cent of their gross subdivision area for park purposes in Corpus Christi, Texas, since 1939. In the beginning this system resulted in the dedication of a large number of small areas unsatisfactory from a recreation standpoint. Recently, however, the city has devised a plan whereby the developer may make a monetary contribution to a special parkland acquisition fund instead of dedicating the actual park area. This contribution is not mandatory, but it is offered as an alternative to the five per cent land dedication. In this manner the city has obtained more satisfactory parks in location and size.

▶ A SCENT GARDEN FOR THE BLIND will be an interesting new project in South Bend, Indiana, where the board of park commissioners has voted to set aside a portion of Leeper Park for its development. A series of paths flanked by railings will lead past the flowers and shrubs. Placards in braille will be located at intervals along the rail to describe the displays.

▶ AMONG CASES ON RACIAL SEGREGATION handed down by the U. S. Supreme Court in May 1954, were those involving Houston, Texas, and Louisville, Kentucky. The Court upheld a decision of a federal circuit court that Houston must allow Negroes to use municipal golf courses. The lower court ruling had been appealed on the contention that the city was providing separate but equal, if not superior, recreation facilities for Negroes.

The Court overruled a decision of a Kentucky court that a private corporation leasing a city-owned park and amphitheatre could refuse to admit Negroes. The Court held that the leasing of the park from the city of Louisville made the private corporation subject to the "equal protection clause" of the Fourteenth Amendment. See Editorially Speaking, page 457, for other interracial items.

▶ LEGAL BARRIERS that have long prevented residents of Westchester County, New York, from obtaining preferential treatment at its county parks were eliminated as a result of two recent decisions of the N. Y. Court of Appeals, according to the *New York Times* for July 27, 1954. For thirty years the residents of the county have demanded that they, as taxpayers who finance the sixty million dollars' worth of beaches, pools, golf courses, picnic areas, and woodland reservations, which are heavily used by New York City residents, should receive special rights to these properties. The two decisions placed a new interpretation on the constitutional rights of the county residents, and

make possible preferential rates and admittance for them at the county parks. One decision of the state's highest court gave a Long Island community the right to condemn a real estate developer's land for the exclusive recreation use of its residents. The other gave a Westchester County community the right to restrict a depot parking lot to local residents.

Westchester County officials and the park commission are restudying the question of park regulations and charges, looking forward to their application in 1955.

▶ HAVE YOU EVER WANTED A COPY OF THE RULES for a certain sport and didn't know where to get them? A list of the sources and cost of more than fifty sport activities has been prepared by The Athletic Institute. A free copy of this list may be had by sending a stamped, self-addressed envelope to: "Official Rules," The Athletic Institute, 209 South State St., Chicago 4, Ill.

▶ A $1,500 AWARD HAS JUST BEEN ANNOUNCED by Association Press, 291 Broadway, New York 7, New York, for the best book-length manuscript in the broad field of leadership. The press will pay $500 outright and $1,000 advance on royalties for the most useful manuscript of one hunderd and fifty or more typewritten pages dealing with any aspects of professional or volunteer service in the fields of recreation, social work, social group work, community organization, counseling, youth leadership, and so on. Deadline for manuscripts is June 1, 1955. Write to Association Press for manuscript preparation instructions. Future Association Press advertising in RECREATION will be including reference to this award.

▶ BY POPULAR REQUEST, BIBLIOGRAPHIES OF RECREATION MAGAZINE ARTICLES which have appeared during the last few years on the topics to be discussed at the 36th National Recreation Congress in St. Louis will again be distributed at each congress discussion session this year and, as a new feature, similar bibliographies of other NRA publications will be included. Some few complete sets of the magazine bibliographies, on all topics, will be available at the Consultation Center, upon request.

▶ A DETAILED REPORT of the Red Cross training course for hospital recreation workers in the Eastern Area held at Valley Forge Army Hospital in Phoenixville, Pennsylvania, last January, appears in the July 1954 issue of *Intercom* (Eastern Area Edition). This publication provides subscribers with a number of good hospital recreation activities in detail, as a monthly program service. Address: Services to the Armed Forces & Veterans. The American National Red Cross, Washington, D. C.

▶ AN EXCELLENT ARTICLE in the August 1954 issue of *The Reader's Digest* has been called to our attention by Mr. Mallery, chairman of the NRA Board of Directors. Because space is not available in RECREATION for the reprinting of "Breathe Easier," by W. P. Knowles, we are passing on to you Mr. Mallery's comment, "I think Knowles has something of great value to physical education and health, with far-reaching implications."

▶ USED BY THE VOICE OF AMERICA: the article, "Camp Kno-Koma," by Dana E. Harlow, from the April 1954 issue of RECREATION.

▶ SOCIAL WORKERS INTERESTED IN GOING OVERSEAS for work or study will find helpful the *Preliminary Directory of Organizations Affording Foreign Opportunities for Social Welfare Personnel*, published in May by the American Association of Social Workers. This mimeographed directory, listing sixty-two organizations and the opportunities they offer, is available from the publisher at One Park Avenue, New York 16, for fifty cents a copy.

▶ ACCORDING TO NEW YORK STATE MUNICIPAL LAW, #244-B, dealing with joint playgrounds or neighborhood recreation centers:

> Any two or more such municipalities may jointly acquire property for and operate and maintain playgrounds or neighborhood recreation centers and may make the perform agreements in connection therewith. Any school (board or) district shall have power to join with any such municipality in equipping, operating, and maintaining playgrounds and neighborhood recreation centers, (and) may appropriate money therefore and may make and perform agreements in connection therewith. Such agreements between municipalities or a school district and a municipality shall include provisions for the proportionate cost to be borne by each municipality or school district and the manner of employment or personnel and may provide that a fiscal officer of one such municipality shall be the custodian of the moneys made available for expenditure for such purposes and that such fiscal officer may make payments therefrom upon audit of the appropriate auditing body or officer of his municipality.
> (Signed by Governor Dewey on April 7, 1954.)

▶ INTERESTING FIGURES ON INJURIES IN SPORTS are given in "Hazards in Competitive Athletics," the lead article in the June 1954 issue of the *Statistical Bulletin* published by the Metropolitan Life Insurance Company of New York City, at 1 Madison Avenue, New York 10, New York.

▶ IF YOU CONDUCT A BOWLING PROGRAM at a commercial bowling alley, or go there to do some bowling yourself, you'll want to read the article on pinboys, "The Sport that Ruins Youngsters," by Edith M. Stern, which appears in the October 1954 issue of *Redbook*.

▶ MORE PLAY AREAS are being planned for public housing projects in New York City, as a part of the current city drive against delinquency. The program for expansion of facilities will be worked out by the New York City Housing Authority and the Board of Education. Additional housing authority workers will be assigned to supplement the work of private social agencies at six developments, and the board of education will have full responsibility for operation of community centers at housing projects where there are no recreation programs. Board of education workers will be added to recreation staffs at projects where limited programs are in effect. Most of the projects are adjacent to slum areas. School gymnasiums and auditoriums will be used by some projects to further the new program.

▶ HIGH SCHOOL GUIDANCE COUNSELORS who subscribe to *Chronicle Occupational Briefs* received in September a four-page brief describing the position of the recreation director. Recreation leaders will also find this useful in counseling high school students. It describes one position and outlines others in the field, indicates working conditions, typical tasks, training and personal qualities needed, opportunities, and methods of entering the occupations. The National Recreation Association cooperated in preparing the brief, which is available from Chronicle Guidance Publications, Moravia, New York, at fifty cents per single copy or twenty-five cents per copy in quantities over ten.

New Address of NRA

After November 1, 1954, the new address of the National Recreation Association will be

8 West Eighth Street
New York 11, New York

FUNDAMENTALS of a GROWING RECREATION PROGRAM

James E. Rogers

The purpose here is to state briefly eleven fundamental factors necessary to nssure a permanent and growing recreation system. All of them are essential for success and none can be neglected or forgotten if a balanced program is to be maintained. Here are the specifications that seem to be basic and important.

1. *The Survey.* Every community should have a careful study made of its recreation resources and needs with suggestions and recommendations based on expert knowledge and experience. This survey should cover the specifications named below. Ideally, it is best to have such a survey at the start of any recreation effort. In this way, long-range planning can be focused from the start. If none has been made, a study at any time is invaluable, the sooner, the better, This should indicate past successes and failures, state present needs and problems and outline future growth and development.

2. *A Plan.* Somewhere at sometime, a comprehensive plan, predicated on the above survey, must be charted and realized. Professional advice and guidance is needed. The plan must be feasible, practical and adaptable. It must be challenging. In addition to present problems and programs, it should give a long range plan for the next five, ten or fifteen years. Long-range planning is most necessary to meet the demands of future progress and development as outlined in the specifications below.

3. *Basic Law.* Proper and adequate legislation is a must, on all levels of government, in order to guarantee permanency and growth. Some states have broad comprehensive laws and enabling acts, which are organic law defining recreation as a proper function of government. Counties, park and recreation districts, schools, and municipal governments should have modern up-to-date laws to meet present and future demands. Recreation charter provisions should be broad and fundamental. Local departments, created by local ordinances, should be founded on sufficient state law. Good law is vital to any good plan and program.

4. *A Program.* The program is the thing. All other specifications are aimed to develop and make possible an adequate and effective program that will serve all the people, young and old, the year round. It is not possible here to present a scorecard or an inventory sheet of all the activities essential for a well-balanced program, for all ages, neighborhoods, and seasons. This has been well done many times. The National Recreation Association has several excellent scorecards or inventory sheets to measure an adequate program for a community of any size.

The activities should be varied and adapted, in all forms of recreation: games, sports, arts, crafts, music, drama, nature lore, social recreation, dance, camping and the many forms of leisure time pursuits and pastimes. A program should reach all ages and groups—senior citizens, adults, young people, teen-agers, youth, children and family groups, minority and other groups. None should be neglected. In brief, an all-round program through the four seasons must be comprehensive, adequate and balanced.

5. *Ample Areas and Facilities.* Areas and facilities of many kinds and sizes, for young and old, indoor and outdoor, and for a variety of purposes, must be provided if the program is to be effective and dynamic. Here again, such survey studies and inventories can be found in professional recreation literature. It cannot be overstressed that, in in order to meet the needs and the problems of an up-to-date modern recreation program for our community, facilities must be of the type, size, kind and purpose that will be the best to sufficiently meet the needs. They must meet recognized national standards and requirements. These standards have been published by national recreation organizations. The areas and facilities used must come from our "master survey and long-range plan," based on program needs and the nationally accepted standards.

6. *Adequate Budget.* Money is not everything but it is necessary. Every community should have an ample base for financial support and a budget system that will assure a growing plan and program. Again, the budget should meet the nationally known standards and requirements. Consult the literature and studies of the National Recreation Association and the American Recreation Society. Good bookkeeping, careful accounting and accepted financial procedures are essential for efficiency and public support. City officials and citizens will back your plans and recommendations when there is no waste, neglect or faulty business methods. This is most important to win public confidence and good will. A hundred per cent service on the tax dollar is the best publicity. Good financial procedures help the program and the budget.

7. *Proper Organization.* The right ad-

JAMES E. ROGERS, *now retired, has been in the recreation movement for fifty years and a staff member of National Recreation Association for thirty-eight years.*

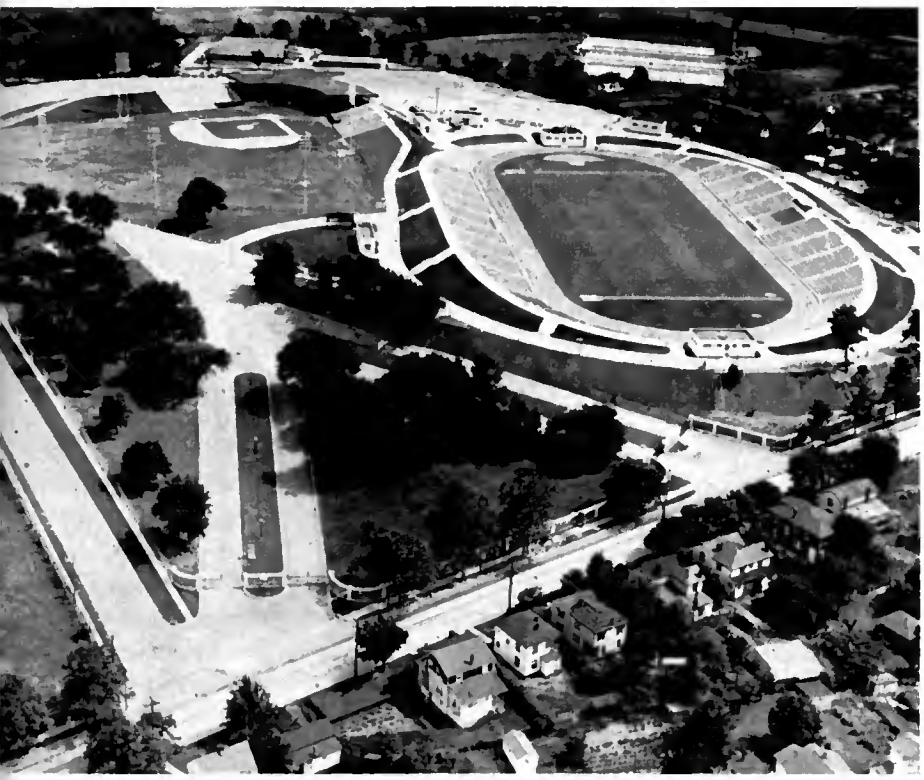
ministrative set-up is basic for the operation of any recreation project. Good administration depends on proper organization. A faulty set-up impedes efficiency, productivity, and responsibility. Again many forms and kinds of organization and administrative plans are available in professional literature. Certain principles are basic. Recreation should not be secondary or subservient to any other government service. It should be recognized as an essential public service. Recreation should stand on its own feet as an entity. It can be a part of many public and private services but, if it is to survive and function properly, it should have an organization set-up that will guarantee the most effective service. good organization plan that places responsibility, fixes control and gives freedom without hinderance, helps to operate the program and administer the budget.

8. *Personnel Staff.* A trained experienced staff is essential if the plan, program, areas, facilities and budget are to be efficiently used and wisely administered. Recreation is now recognized as a profession. Our educational institutions provide for undergraduate and graduate training and degrees. Civil service and recreation groups have set up and adopted standards and ethical codes. Employing agencies are accepting national training, experience requirements and salary standards. To get public recognition and support you must have a trained experienced staff in order to attain the best results. The program, administration, organization and budget depends for proper operation upon adequate, trained leadership.

9. *Public Relations and Publicity.* It is in this field that we often fail through neglect or ignorance. Yet good public relations is vital to our success, plans and services. Frequently, the communities that achieve increased budgets and votes for bond issues are those where recreation has won public support and favor because of good publicity and effective public relations. If we are to safeguard against depression, economy cuts and decreased budgets, we must enhance our public relations and increase our publicity. Fortunately, we have good texts in this field. The relation of human relations to public relations is most important. We must work *with* and *through* people: those we serve and work with. Some recreation leaders are weak in this specification, and yet it is our salvation when crises come or when we need support most. We must cultivate and work closely with government officials, taxpayers associations, our board, our cooperating agencies— in fact, with all who contribute to the success of our plans and work.

10. *Community Cooperation.* Recreation is such a broad field of human interest and endeavor, almost all public and private organizations and groups contribute to the total community recreation program. Recreation departments, park boards, schools, and other municipal agencies should cooperate and work together for the over-all community recreation program. Many private agencies have facilities, programs and leadership that contribute much to the whole community recreation effort. All this demands generous cooperation and intelligent leadership. It is most encouraging to see the many examples of all-out community-wide recreation cooperation between schools, parks, playgrounds, recreation centers, and public and private groups. This exchange of areas, programs, and leadership for the common good of all is the only way to get full use of all programs and the confidence of the people—our public.

11. *Public Opinion and Support.* In the last analysis no program, organization or budget can exist for long without active favorable public opinion and support. All our public relations, publicity, community cooperation, effective programs contribute to public support. Favorable public opinion depends upon people having faith and confidence in you and what you are doing. Without this, we will not get the money, the facilities, the staff, the salaries and the recognition we need—all essential to the growth and development we seek. In those communities where public opinion is solidly back of public recreation, it is accepted, as is public education, health or welfare, as an essential government function and service, to be supported by public taxes. Hence, if we carry out the previous ten specifications, and remember our human relations with the people, we should eventually win the community's good will, understanding and loyalty. →



Ample areas and facilities of many kinds and sizes are a necessity for an effective program. Above, a general view of a modern recreation area in Lynchburg, Virginia.

Reading List

Bibliographies of RECREATION magazine articles for further reading in each of the eleven fundamental areas mentioned in Dr. Rogers' article are available upon request. Other NRA publications in these areas include:

The ABC's of Public Relations for Recreation ..... $ .85
A Bibliography for the Recreation Library (P 75) ..... .25
Bibliography on the Design and Equipment of Recreation Areas and Structures (P 185) ..... .20
Community Sports and Athletics—Organization, Administration, Program.. 5.00
Introduction to Community Recreation (Revised Edition) 5.75
New Neighbors in Your Community
each ..... .10
per 100 ..... 2.50
Personnel Standards in Recreation Leadership ..... .50
Planning for Girls in the Community Recreation Program (P 200) ..... .65
Playgrounds—Their Administration and Operation 4.00
Recreation Activities for Adults 3.00
Recreation Areas—Their Design and Equipment 6.00
Recreation Department Budget Making and Administration (P 189) ..... .15
Recreation for the Aging 3.00
Recreation for Your Community
25 copies 4.00
School-City Cooperation in the Planning of Recreation Areas and Facilities (P 186) ..... .75
School Grounds Designed for Community Use ..... .15
Some Leadership "Do's" (MP 389) ..... .25
Standards for Municipal Recreation Areas ..... .50
What Can We Do in Our Town? (P 176) ..... .15

These materials may be ordered from the National Recreation Association, 315 Fourth Avenue, New York 11.

Recreation in Correctional Institutions

Something for every inmate to do, the skilled and the unskilled, the extrovert and the introvert, low organized games and team games, hobbies, crafts and clubs. Such a program was advocated—and in many cases reported as under way—at the Conference on Recreation in Correctional Institutions held in May 1953, at Roanoke, Virginia, under the sponsorship of the National Recreation Association. The conference was significant in that it indicated a trend in the thinking of institution authorities and of recreation leaders. It will be followed by two other such meetings—this time at the 36th National Congress where an all-day meeting on September 27 and one session on September 28 are planned.

In Roanoke the importance of recreation in the rehabilitation program of the correctional institution was emphasized and clarified. It was felt that if many of the inmates reached the institution because of a wrong use of leisure time, it follows that they should be helped while there to find its wiser uses. Recreation can do much to straighten out the warped minds and alleviate bitterness.

In pursuit of this ideal, opportunities should be provided and much thought given to ways of attracting the interest of the inmates. In one prison an art club grew out of a contest for a cover design for the prison magazine. Elsewhere, from a simple demonstration of hand weaving the ravelings of old potato bags came a weaving studio with looms and attractive equipment. In one prison women beautified their quarters in a home arts project. They embroidered bed spreads, ruffled curtains and framed magazine pictures. One group won third prize for a float in the community Christmas parade; another dressed dolls for a welfare project. Another prison sends its choir to sing at local churches.

Such were the heartening reports of work going on. One prison has subscriptions to thirty magazines for the reading room; another provides band instruments for all interested. Recreation areas, facilities, equipment and supplies were discussed and delegates were referred to "Minimum Recreation Equipment Requirements," Chapter XII, page 3, in *Manual of Suggested Standards for a State Correctional Institution,* published by the American Prison Association, 135 East Fifteenth Street, New York 3, New York. 1946.

A problem clinic tackled such questions as: what to include in an adequate recreation program; how to get better trained leadership for the institutional program; how to motivate activities that are considered desirable; and how to get more budget for the program.

The final session included a brief review of the standards necessary for the conduct of a recreation program.

Among administrators recognition of the need and value of recreation is advancing, but not sufficiently so that the budget is adequate. Recreation leaders need to educate the budget makers and the general public to this essential need. There should be one full-time leader in each institution, assisted by carefully chosen part-time and volunteer workers. The full-time leader, or director, should be a professionally trained skilled recreation worker with understanding of the application of the leisure time program of inmates to their moral, social, mental, and physical rehabilitation, their adjustment to the institution and their preparation for release. Part-time leaders must have an understanding of the prison program and be unquestionably reliable.

All agreed that it is important to evaluate the program periodically. Each activity needs to be constantly analyzed as to its worth to the inmates and to the institution. Has it a socializing influence for more wholesome relationships? Does it help promote self-respect, self-reliance and initiative? Is it helping the inmate to make progress in his own rehabilitation and preparing him for his release and for a good adjustment to his family and community?

THE WITCHES RIDE AGAIN

John Drury

TRICKS OR TREATS! When you hear that demand at your doorstep on Halloween, and a troop of small goblins, ghosts, elves and animated skeletons waits in the misty autumn night, you are listening to a challenge believed to have been made first more than two thousand years ago.

It is a challenge, too, that originated in good old Ireland, the same country that gave us St. Patrick's Day.

Not generally known is the fact that Halloween, especially in its prankish and mischief-making aspects, was first brought to America by Irish immigrants over a century ago.

A frosty fall night, when ghosts are abroad in the land, when strange things happen, when macabre jack-o'-lanterns grin down on apple-ducking parties, Halloween dates back to the mysterious and primitive era of the sun-worshipping Druids.

Long, long ago, on the night of October 31, the Druid medicine men lit great bonfires which reflected redly in the night sky over the mist-covered Irish hills and vales.

As Ireland was the last stronghold of the Druid priests, who practiced their rituals in the oak forests of the Gaelic countryside, it was there that the bonfires burned brightest on the eve of the Day of the Dead. Known as the Vigil of Samhain, this primitive Celtic festival, associated with the dying of the summer season, seems, however, to have served a variety of purposes.

The Druidic bonfires paid tribute to Samhain, who on the night of October 31 sent the souls of many of the departed into a Druidic heaven. These same bonfires also honored an all-powerful sun god—one who was now being thanked for a bountiful autumn harvest.

But the bonfires served still another purpose—they helped to ward off evil spirits that might be abroad.

Although evil spirits were supposed to come from the flames of hell, yet, according to Celtic belief, they were more afraid of man-made fire than any flames in Hades. In keeping with this belief, many peasants of Ireland and Scotland followed the Halloween custom, at a later time, of waving pitchforks-full of burning straw in the air, hoping to chase away evil spirits and to set on fire the brooms of any witches flying past.

In common with other European races, the Irish believed strongly in witches. The peasantry of Ireland, Scotland and Wales continued for generations afterward to tell their children how witches, mounted on brooms with black cats behind them, would sometimes fly through the night to a "witches' sabbath," or revel.

And so, witches, warlocks, fairies and good and evil spirits were practically running riot over the world on Halloween. All of them were supposed to be able to foretell future events, so it was natural that divination games should early become a part of Halloween festivities among Irish cottagers, as well as among Scottish highlanders. It was in Scotland, we recall, that Bobby Burns wrote two of his most popular poems, *Tam O'Shanter* and *Halloween*, both dealing with Halloween customs.

Another belief held by the ancient Celts was that the Sidhe, or fairies, held their big fall meeting or carnival on November Eve. Sometimes friendly towards human beings, and sometimes hostile, the invisible fairies at first were bigger, handsomer and nobler than real men and women. With the coming of Christianity, they gradually dwindled in size and finally became the "little people" of the Emerald Isle, tiny, prankish folk who did their greatest mischief on Halloween.

When most of us older folk were "little people," Halloween was one night of the year in which we really created mischief, often to the point of vandalism. Although there were plenty of Irish cops in our cities and towns then, they somehow seemed to avoid the "little people" on Halloween. So we, in our masks and robes, ran riot—blowing beans at windows, pushing over sheds, carrying away gates, soaping store fronts, scattering flour on porches, turning in false fire alarms, ringing doorbells, knocking off men's hats with a string across the sidewalk, placing an old wagon on the streetcar track and lighting bonfires.

Such violent Halloween activities, however, are largely a thing of the past. They have been replaced by supervised parties and celebrations in homes, schools, halls, parks and playgrounds—festivities in which, among other things, many traditional Irish and Scottish fortune-telling games are played with apples, nuts and other products of the harvest season.

In one, the apple you finally secure, by "ducking," will have the name of your future wife or husband on it. Another old Irish frolic is the nut-roasting game, in which pairs of nuts are placed on the bar of the grate in the fireplace and named after supposed lovers. If one of the nuts cracks and jumps, it means unfaithfulness; a nut that burns quietly indicates sincerity of affection; if the nuts burn together, the youth and maid whose names they bear will soon be married.

Older than any of the Halloween prophecy games, however, is the "tricks or treats" custom. It seems this custom had its origin among some of the early Celtic peasants of Ireland, who, on the eve of Samhain, went about the countryside demanding contributions in the name of "Muck Olla," thought to have been one of the Druid gods.

Condensed and reprinted with permission from *Home and Highway*, Autumn 1953.

A plan that might well serve as an example to many cities in the United States

MONTEVIDEO

— *A Case Study of Recreational Planning*

Anatole A. Solow

A fine example of the "domestic" scale garden-parks within a residential district of Uruguay's capital city.

"Stage Coach," a work by Uruguayan sculptor Jose Belloni helps to make history a living memory. It is set up to make ideal use of the superb landscape.

The recreation needs of hundreds of children are met daily in the Parque Rodo by a "Children's Corner," with very fine equipment and play facilities.

URUGUAY, small in size as compared to its neighbors Argentina and Brazil, is universally recognized to be among the most progressive countries of South America. Its health standards, its low illiteracy rate, its high level of living and its well-developed public institutions and traditions all support this opinion. But there is perhaps nothing that reflects more vividly and more profoundly the high achievements of this democratic society than the way in which Montevideo, Uruguay's capital, plans for the recreation of its 900,000 people. Here, indeed, is a program of parks, playgrounds, public recreation facilities and open spaces well-conceived in plan and brilliantly executed, which could well serve as an example to many cities in the United States.

Comprehensive Plan

It was during the Fourth Pan American Congress of Municipalities that I had occasion to visit Montevideo's park system, in the company of Juan Scasso, brilliant city planner and landscape architect, director of parks of the mu-

Reprinted with permission from *The American City*, February 1954.

nicipality, and father of the capital's recreation system.

According to Mr. Scasso, the recognition and acceptance of certain basic principles underlies the successful development of Montevideo's plan. Mr. Scasso never talks about parks but rather about recreation, in the firm belief that only by integral planning of *all* recreation facilities, whether outdoors or indoors, whether for active or passive recreation, whether for children or adults, can the true needs of a contemporary community be met for the leisure-time activities of its citizens.

Accordingly, the municipality of Montevideo has approached the problem from an over-all planning point-of-view, into which all details fit and to which all elements are subordinated. Thus, a thorough study has been made of the leisure-time activities and needs of all age groups, considering all daily, weekend, or seasonal loads and taking into account the time as well as space and location factors.

Mr. Scasso is convinced, even more profoundly, that *all* people, without exception, must be able to benefit from recreation facilities and that it is a sacred obligation of the community to provide them publicly for those who cannot afford them privately. Accordingly, he advocates the concept, if not the slogan, that "the public parks of Montevideo must be private gardens of its citizens (especially of the poor ones)."

A social conscience prevails in Montevideo at all levels of the population as a result of a genuine respect for the human being. This is illustrated throughout the city, shown vividly by the parks of Carrasco, an important and well laid-out residential district. Here is an example of many small gardens and parks designed at a "domestic" scale and with such intimacy that the man from the street can feel as if the park were designed for his exclusive personal use.

Public Beaches

It is this same social conscience and sincere concern for the common man's welfare that has made Montevideo's beach development the envy of waterfront cities the world over. Yet, apparently, it was only a question of foresight and a matter of sticking to principles.

Where other cities have permitted uncontrolled industrial development with consequent pollution along their waterfronts, instead of utilizing them for the people's recreational benefits, Montevideo has preserved and consciously developed its beaches along its extensive waterfronts on the Rio Plata within city limits.

Other towns have permitted the cheap sale of public beachland to private owners and subsequently tried to repurchase it for the community at heavy costs to the taxpayer. Montevideo has from the beginning maintained public ownership of all beaches on the grounds that they are essential to public welfare. This has paid huge dividends.

The twelve public beaches, with a combined length of approximately seven miles within city limits, are the lungs of the city. They are accessible to all; and a short walk even from the central and densely built-up districts brings the resident to the beach where he can freely enjoy fresh air, sparkling sand and clean water, such as at the Ramirez Beach (shown in an accompanying photograph) near famous Rodo Park. In the background can be seen the Faculty of Engineering designed by Julio Villamajo, one of South America's most distinguished architects, who died only a few years ago. Beyond may be noted the trees of the municipal golf course, which overlooks the sea and is only five minutes from Montevideo's busy downtown center.

It may be said that each residential district has its own beach within walking distance.

Parks and squares occupy an area of 3,193 acres within and around the city. This is over twenty-five per cent of the city's total 13,175 acres; but still more important is their planned distribution. By providing these public beaches and other ample open spaces in locations where they are needed and easily accessible, Montevideo has been able to develop economically its residential districts with apartments at relatively high, net residential density and yet eliminate, or at least minimize, the disadvantages of apartment living.

Perhaps one of the most significant concepts that has guided Montevideo is the spiritual values to be derived from recreation and the importance of aesthetic satisfaction. It is believed that beautiful environment has a significant and almost measurable effect upon people. Mr. Scasso's argument runs somewhat like this: The modern city, gray, agitated and ugly, needs the landscape architect to cheer it up with color, to provide it with quiet open spaces destined for rest and pleasure, and to embellish it with trees, plants, and flowers. No other element can contribute as much as vegetation towards humanizing the city and making it more pleasant. Its monotonous and repetitive landscape changes radically with the appearance of the green shrubbery and with the colors of flowers and plants.

Montevideo's parks are designed for cultural activities as well as for the usual sports. This pavilion is used for open-air concerts which are very popular.

Public Gardens

Nothing delights the mind more than the view of a fresh and brilliant strip of color, of a small square or public place that can be seen from an office window.

Nothing cheers up the spirit more and prepares citizens for daily work than a walk among the flowers on the way to the office, factory or store. These principles are artistically and

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lovingly applied to even the smallest available open space which is utilized to create public gardens.

Sculpture is used as an element of design, and the locations of monuments are blended with the landscape, the surrounding trees and shrubs, and with the topography after the most minute study of every detail. The "Stage Coach" by the Uruguayan sculptor, Jose Belloni, like the other famous Montevidean monument, the "Ox-Cart," tries quite consciously to keep alive for coming generations the memory and knowledge of the traditional elements which have contributed to the progress of the city and country.

The parks of Montevideo are specially planned for cultural activities in addition to the usual sports and recreation facilities; pavilions for music, open-air theatres, outdoor band stands, and so on, permit popular outdoor entertainment in all parts of the city. It is interesting to note that the municipality and the national government have many cultural institutes with orchestras, popular bands, theatrical companies and ballets. At performances it is quite common to see the highest society people intermingle with the poorest people from the street.

Children receive special attention, and large play areas are reserved and well equipped for them in all parks. The variety of play facilities in the "Children's Corner" of Parque Rodo meets the recreation needs of hundreds of children at all times of day. The city employs many recreation leaders and play supervisors as an essential part of its program. Particular care is taken in the landscaping to screen play areas by trees and shrubs to give them privacy and to locate play equipment so as not to disturb the harmony and aesthetic appearance of the park.

Ramirez Beach, one of twelve public beaches inside of city limits, is walking distance from the business district. Trees at left outline the city golf course.

Soccer is Uruguay's national sport and the Estadio Centenario was designed by Mr. Scasso in 1930 with ample approaches and parking spaces to meet the needs of Montevideo's sports enthusiasts. It is interesting to note that this stadium is part of a group of installations that includes a velodrome, an athletic field, and other facilities in a large park, Jose Batalla y Ordonez, so that it forms a real campus of sports facilities.

Citizen Participation

The park department under Mr. Scasso's inspired leadership soon recognized that the best use of the parks, their maintenance and, in short, a continuing program depends upon the citizens themselves. From the beginning many steps were taken to educate citizens, to arouse their interest and love for the gardens of the city and for landscaping in general, and to make them participants in the beautification of their city. Various techniques were employed to this effect. For example, Montevideo has one of the largest nurseries in the world and offers free-of-charge seeds, shrubs, and flowers to residents who wish to improve their gardens. Every detail has been studied. Flowers are planted in such a way as to minimize vandalism and to appeal to the pride of the citizens.

Parks and the Master Plan

The park system forms part of Montevideo's master plan, which is carried forward by the municipality's city planning office. For example, along the coast, but situated so as not to disturb the beaches, runs a wide, beautifully landscaped boulevard, the United Nations Avenue, which forms a parkway and which is continuously being extended and improved.

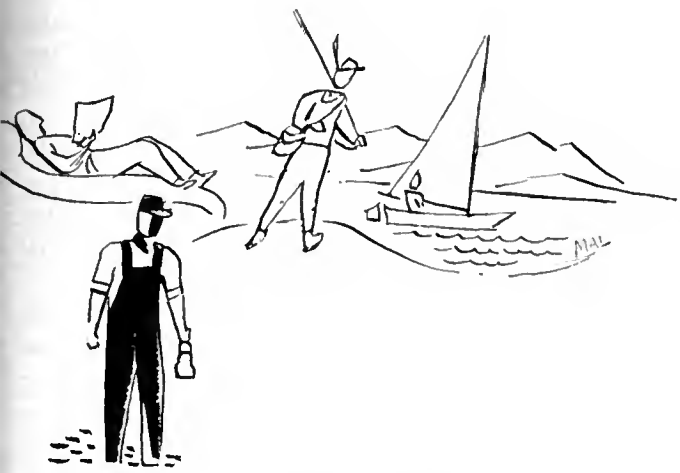
Finally, it is worth noting that a wise and foresighted policy of land acquisition, many years ahead of anticipated needs, insures that Montevideo's public open spaces will never be forgotten in any urban redevelopment or expansion.

Scattered everywhere are small colorful public gardens giving the city its special charm, distinction, and beauty.

"Like mighty altars of the Master stand our parks—masterpieces of creation and the crowning glory of our land; rich storehouses of memories and reveries; guides and counsels to the weary and faltering in spirit; bearers of wonderful tales to him who will listen; a solace to the aged and an inspiration to the young. Let us so keep them as a sacred inheritance, and so transmit them to future generations."—RICHARD LIEBER in *America's Natural Wealth*, page 194. Harper & Brothers, 1942.

To know your neighbor is to understand him better.
National United Nations Day—October 24, 1954.

Holiday Facilities for Workers



In a report entitled *Holidays with Pay*,[1] the International Labour Office, at Geneva, has summarized replies to a questionnaire, from the governments of forty countries. The questionnaire related to provisions for the grant of holidays with pay and to holiday facilities provided for workers in these countries.

The report contains the comments submitted on the series of questions, by the various governments, and sheds an interesting light on their attitudes with respect to their responsibility for the welfare of workers. The following are excerpts from the replies from several countries:

Denmark—The Danish workers' organizations have taken the initiative for the establishment of holiday centers. In principle, however, these facilities are open to anybody. The same is generally true of other similar facilities. Thus, there is no essential difference between the leisure-time and holiday activities of the workers and of the other population groups. A Holiday Committee set up by the Government coordinates the most important factors in the field of special vacation services and advises the Government on questions of principle. On the other hand, it is not considered the business of the public authorities to offer assistance or advice to individual persons regarding the utilization of their holidays.

Ireland—It appears to the Irish Government that the suggested approach to this subject carries the implication that it should become the duty of the State to organize holidays for workers.—There are in Ireland plentiful facilities for holidays and the various information, transport and other services which the workers need for holiday purposes are freely at their disposal. The idea of regimentation or even of benevolent supervision of holidays is entirely foreign to the Irish workers' outlook, and the Irish Government would not consider influencing them in their complete freedom of choice.

Netherlands—The Netherlands Government takes the view that as much as possible must always be left to private organizations; public authorities may offer moral and financial backing. An account should be taken of religious and political ideas, the special requirements of the feminine element and local and regional needs. Information should be obtained on existing recreational facilities; price reductions for concerts, theatres, film shows, sports, and so on, should be encouraged by subsidies; assistance should be given in the organization of events of this kind and also of traveling exhibitions, libraries, instructional meetings for technical recreation, and so on.

Sweden—By decision of Parliament, adopted in 1939, an Open-Air Fund was established with the special function of providing resources which would enable the people's need for open-air life to be satisfied. In order to provide the Crown with the appropriate administrative machinery a Spare-Time Activities Board was appointed with effect from January 1, 1940. This body has the status of official-advisory organ for questions regarding the use of leisure in the open air and related matters. Special attention is directed to the establishment of holiday estates, hikers' hostels and holiday homes for mothers of families. About seventy per cent of all available funds are earmarked for these facilities, the money being used chiefly to assist in the work of voluntary organizations. Three of these are the Swedish Tourist Association, the Association for Promotion of Skiing and Open-Air Life, and the People's Holiday Organization.

State funds have also been used to acquire "open-air reserves," particularly in the neighborhood of densely populated places. The State has also made grants in support of open-air bathing facilities, particularly if operated by local authorities. Contributions are also made to the scout organizations in respect to their camps and training of leaders and to various open-air organizations, particularly for the training of youth leaders.

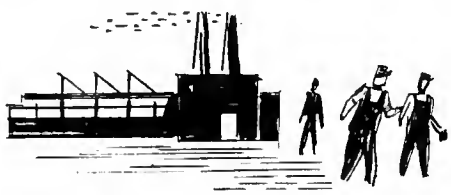
Two recent developments are the establishment of "holiday villages" and financial aid to enable inhabitants of sparsely populated areas, suitable for holidays, to equip

[1] International Labour Office, Geneva, Switzerland, 1953. 104 pages. A more recent edition of this varies in content, and covers other matters of concern in 1954.

their homes so that visitors from elsewhere may be received.

The Swedish Government would add a warning that due regard should be given to the danger of over-organizing holiday activities. This may not only unduly increase their cost, but even counteract their true purpose.

United Kingdom—The organization and provision of facilities are, in general, left to non-governmental bodies and to voluntary effort of various kinds although, in some instances, this action is supported by financial and other



practical assistance by the Government.

As regards the suggestion that provision should be made for "relaxation," it is suggested that "recreation" would be a more appropriate term. (For instance, in many cases the need is not for physical relaxation, but for greater physical activity.) The principle here suggested might indeed be better expressed by reference to the desirability of facilities for recreation (or restoration) and development of the physical and mental faculties of the workers and their families.

The Government does, in fact, offer financial assistance to a number of bodies providing holiday facilities, though such assistance is in respect of facilities available to the public generally, and is not exclusively related to workers enjoying holidays with pay.

Greece—A welfare organization under the title Ergatiki Estia (Workers' Home) has been functioning in this country for a long time. The aims of this organization include the organization of travel, camping, and so on. Ergatiki Estia is managed by a board of directors on which employers and workers are represented.

Italy—The National Workers' Assistance Office (E.N.A.L.)[2] was created in May 1937. The Government made E.N.A.L. responsible for leisure and recreation services and it has among its aims the healthful and profitable utilization of workers' free time. It carries out its program both by utilizing facilities of its regional and provincial offices to coordinate, from a technical point of view, the activities of the workers' recreation and assistance clubs and by directly performing functions in the fields of popular education and culture, workers' travel and holidays, and sports.

The Commissariat for Tourism, which is directly under the authority of the Office of the Prime Minister, is attempting to stimulate the development of institutions and associations the purpose of which is to help the workers to make use of their holidays with pay.

Poland—Here, the workers may spend their holidays in holiday homes designed exclusively for this end, or they may take part in traveling holidays (excursions, tourist travel, touring by bicycle or by small boat), holidays on board ship, either at sea or on inland waterways, or sporting holidays (skiing, ice-sailing).

Experience has shown that many workers are reluctant to leave their normal place of residence. Adequate recreational resources such as club houses, weekend centers, and so on, should be established for such workers, particularly in the neighborhoods of localities in which the working population is heavily concentrated.

Switzerland—We are against Government measures being taken with regard to holidays-with-pay facilities. The independent and individualistic attitude of the Swiss worker, combined with his relatively high standard of living, does not lend itself to any sort of State planning of holiday facilities. Workers in our country wish to follow their own desires, with, of course, the possibility of making arrangements with their trade union organizations which often possess holiday homes, or with travel agencies or other private institutions.

India—Most of the workers in India prefer to go to their village homes during annual leave. They take their leaves during harvesting or when they have marriages or other ceremonies to perform at home. These do provide some change of surroundings and interests. Moreover, holiday travel away from home involves additional cost which the workers are not in a position to incur.

Yugoslavia—Measures should be taken to enable workers to go to winter and summer sports centers (tennis, swimming, fishing, mountain sports, visits to parks, historical monuments, concerts, exhibitions, festivals, and so on,) during their holidays, either at or near their places of residence. A number of holiday homes have been established in the mountains and on the Adriatic coast by trade unions for workers and salaried employees.

Finland—In this country there is a special association called the Union for the Utilization of Leisure; it receives a subsidy from the State and its task is to promote the proper utilization of holidays. This Union comprises representatives of public authorities, certain communes, employers and workers' organizations, cooperative associations, youth and sports organizations and certain other interested bodies.

Czechoslovakia—The single trade union organization organizes holidays with pay for workers on a large scale. In every rest home, or recreation center, there is a cultural worker who is responsible for the organization and the proper utilization of the time of workers on leave, while respecting the principle that participation in all events organized in this way is entirely voluntary. Leisure consists of the organization of amusing or instructive events, film shows made up of short or full-length films, concerts, theatre shows, the presentation of the best solo performers and choirs and the best cultural groups in undertakings, interviews with famous artists and writers, and so on. Often, workers on holiday themselves organize excellent programs, which are both amusing and instructive.

Another part of holiday rest is physical training, for which especially trained instructors are responsible. Every rest home has gymnastic equipment; rest homes in the

[2] See "ENAL—Italy's National Recreation Association" in the May 1951 issue of RECREATION.—Ed.

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mountains are equipped with adequate supplies of skis, sports shoes and sledges. Sports competitions between workers on holiday are extremely popular.

In addition, certain centers have well-stocked libraries containing both technical books and light reading. In all cases, participation in cultural, physical and social events is entirely voluntary; every worker is free to choose what he prefers.

The organization of special holiday courses during holidays is not recommended unless the workers desire of their own free will to spend their leisure time at such courses.

Federal Republic of Germany—The organization of facilities for recreation, education, amusement and sports in the places which the workers have selected for holidays should be encouraged. However, there should be no infringement of the individual freedom of the workers; they should be able to do exactly as they wish. Consequently, the State should not bring any direct or indirect pressure to bear upon the worker to induce him to participate in certain activities.

The recruitment of instructors, trainers, game leaders or social workers specializing in the organization of recreation should as a general rule be left to the private organizations or services dealing with the utilization of holidays with pay.

France—Although the organization of facilities for recreation, education, amusement and sports which the workers, particularly the young workers, can use if they wish is highly desirable; the same cannot be said of the recruitment of organizers, instructors and trainers to organize leisure. Part of the beneficial effect of holidays lies in the feeling of complete freedom which the worker has during his holidays. Moreover, it is difficult to imagine how instructors, specially trained for the organization of workers' leisure during holidays, would live during the rest of the year.

Belgium—National cooperation and the harmonization of the efforts of all groups interested in workers' travel have existed in Belgium since 1937 through the good offices of the Superior Council for Workers' Holidays and Popular Travel, an advisory body attached to the General Commissariat for Tourism, which is a Government Department under the authority of the Ministry of Communications.

The report ends with a set of broad principles which are proposed as a guide and incentive for action in providing holiday facilities. The conclusion is reached that wherever such facilities do not exist or are clearly inadequate, appropriate measures should be taken by public or voluntary action or by a combination of public and voluntary action to develop them.

RECREATION WIVES

Unpaid Staff Members

Panel members—left to right in the photograph—Virginia Perry, wife of Jackson Perry, director of recreation, Leominster, Massachusetts; Tillie Marker, chairwoman, wife of Roscoe Marker, superintendent of recreation, Whitinsville, Massachusetts; and Evelyn Sinn, wife of Donald Sinn, director of recreation, Concord, New Hampshire. William Suchs, superintendent of recreation, Rutland, Vermont, was summarizer for the discussion.

"Recreation Wives: Unpaid Staff Members" was the topic of a novel and enlightening discussion at the 1954 New England District Recreation Conference.

Some of the points brought out.

- Recreation wives can assist their husbands in establishing good public relations through helping on worthwhile community projects and drives—and at the same time be constructively active while their husbands are working.
- A husband should supply his wife with an up-to-date schedule of events for the recreation department so that she knows what is going on and can give intelligent answers to telephone queries received at home.
- Wives should attend the various recreation conferences in order to understand more fully the importance of the recreation program and what the people in this field are trying to accomplish. Conferences also afford opportunities for them to meet new friends with similar interests.
- Wives should realize that husbands who are just starting out to gain a place in this rapidly expanding profession must work long and hard to be successful.
- Husbands should consider the importance of recreation for their own families and set aside some time for their own social life.
- Wives should be able to accept sudden changes in plans for, in recreation work, many unforeseen schedule changes occur.

There was difference of opinion as to how much a wife should share her husband's problems on the job. Some husbands considered their wives' advice indispensable, others wanted to forget their work while at home. Some wives wanted to share in their husbands' tribulations and triumphs, while others felt that their husbands' work problems belong to their office life.

In the final analysis, the wives agreed that men in the recreation field make excellent husbands.

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A UNIQUE PROGRAM ACTIVITY

—*In a Clinical Center*

June L. Mazer

WHEN THE United States Public Health Service opened its new Clinical Center for Medical Research summer before last, a whole new vista of research opportunities became available, not only for doctors and nurses but for all of us in the ancillary medical fields.

The center, a modern fourteen-floor structure, comprising a suberbly equipped five-hundred-bed hospital literally surrounded by research laboratories, is part of the National Institutes of Health, the research branch of the Public Health Service. Founded in 1887, the National Institutes of Health is now one of the largest institutions in the world devoted entirely to research in the medical and related sciences and has a long and proud record of medical discoveries. There are now seven research institutes:

The hospital auditorium is equipped with a projection room. A separate, many-purpose assembly room has removable chairs.

National Institute of Arthritis and Metabolic Diseases; National Cancer Institute; National Institute of Dental Research; National Heart Institute; National Institute of Mental Health; National Microbiological Institute; National Institute of Neurological Diseases and Blindness.

All of these are seeking, through research, to find better methods of preventing, diagnosing, and treating most of the major diseases of man. The clinical center developed from the logical need to take the research to the clinical level. Public benefit from research has often been delayed because findings made in the laboratories could not receive rapid clinical evaluation.

When a committee was appointed in 1947 to formulate principles and establish guide lines as a basis for future clinical research, actual planning for the center started. The committee stated that its objective would be: "To bring together in close physical and intellectual proximity the full array of high caliber laboratory and clinical investigators required for a broad attack on medical and related problems."[1] The clinical center has made this goal a reality.

Though the purpose of the clinical center is primarily that of research, everyone concerned emphatically believes that the welfare of human beings takes precedence over every other consideration. This makes the role of all of the ancillary services a particularly challenging and impor

[1] Topping, Norman H., "The United States Public Health Service's Clinical Center for Medical Research." J.A.M.A. 150:542, October 11, 1952.

MISS MAZER *is occupational and recreational therapist, Clinical Center, National Institutes of Health, Bethesda, Maryland. She has also done therapy at Johns Hopkins Hospital*

Above, bedrooms for ambulatory patients have outlets for radio, television, telephone and space for hobby activities.

Left, one of two sundecks on the fourteenth floor is off the assembly hall, the other is near the central area gymnasium.

tant one. For success of the program the patient must be willing and able to cooperate fully in the research program. He must be willing to stay the full time necessary to complete the research design. It is the role of everyone concerned with patient care, and of the rehabilitation department in particular, to make the patient as comfortable, happy and secure as possible in this setting so that he can cooperate to the fullest and receive the maximum benefit.

The building itself is ideally designed for the comfort of the patient and at the same time is an activity therapist's dream come true. A typical nursing unit consists of thirteen two-bed rooms, each with bathroom facilities. The patients' rooms are of two types. One is equipped for patients needing bedside care. The other is a studio-type room with Hollywood beds, desks and lounge chairs for patients who can be up and about. Each room is painted in decorator colors and has attractive spreads with matching draperies. There are outlets for radios, television sets and telephones, a centralized oxygen and vacuum system and two-way intercommunication between patients' rooms and nurses' stations. The entire building is air-conditioned.

Each floor has a solarium with a television set and a recreation room. In addition, there is a central recreation area consisting of a gymnasium, an assembly roof with a completely equipped stage and backstage area, sun decks on the fourteenth floor, an outdoor sports enclosure and outdoor garden space. One whole wing of 5,300 square feet has been allotted to occupational therapy and is in the process of being equipped for arts and crafts rooms, a game room, music room and childrens' playroom, in addition to staff offices.

The rehabilitation department is interested in the total treatment and research program of the patient and what he does or can do with all his waking hours. Activities are planned to assist in his recovery or adjustment to the hospital. Similarities in problems and approach among different institutes, differences among patients' requirements within one institute and mutually felt hospital needs have led us to think of our program in three major categories:

1. Kinetic or functional occupational and recreational therapy with physical disabilities.

2. Psychiatric, occupational and recreational therapy.

3. General hospital-wide recreational programing. This includes over-all programing for all of the adults and children in the hospital, including the patients seen in the first two categories.

In such a setting an activity therapist has a many-sided function. He must never forget that the research program is the core of all activities.

1. He must be concerned for the patient in a research setting. He must help the patient to utilize his time constructively and satisfyingly, at the same time working toward the goals of specific medical prescription.

It is vastly important that the patient be comfortable and happy enough to remain in the hospital for the full term of the research project. All patient facilities have been designed with this consideration in mind and the activity therapist must provide treatment and recreation to hold the attention and cooperation of the patient.

In many cases the amount or type of activity may have a direct bearing on the research in progress. Therefore the therapist must be able to follow directions explicitly, to record observations objectively and to give clear, understandable instructions to the patient. Only persons interested in research methods and who fully realize the need for attention to detail will prove increasingly useful in such a research set-up.[2]

2. He participates in research programs being conducted in the various institutes by medical and nursing staffs.

3. He will have an opportunity and an obligation to participate as an investigator in the wide open field of activity research.

Activity therapists are breaking off into so many separate professional groups and disciplines with separate titles it is very difficult to know how to refer to them. But here at the center we hope to break through the walls of semantics. We will utilize any and all techniques and tools and have well qualified individuals with varied backgrounds and trainings to provide the necessary therapeutic milieu and research facilities. We hope to use the best occupational, recreation, music and art therapy and group techniques. We hope to explore further techniques and theories to find new ways and means of aiding the physician in treating the patient. We are one of many teams working toward the same ultimate goal here at the clinical center, as stated by the original planning committee:

"To help provide the practicing physicians of this nation —and of the world—with better means for ameliorating physical suffering and emotional imbalance, for prolonging human life and for making all the years of that span more useful both to the individual and society."[3]

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[2] Johnson, Dilworth and Fagin. "Nursing in a Clinical Center for Medical Research," American Journal of Nursing, VI, 53, November 1953.

[3] Topping, Norman, op. cit., p. 545.

Windbrook Apartments in White Plains New York, offers some characteristics o larger city housing and community facil ties for neighborhood living and activities

LAND FO

THE IMPORTANCE of acquiring land for recreation in advance of area development was recently stressed by Major General U. S. Grant, III, in a session on "Problems of Large Metropolitan Regions" at the Fifth Annual Conference of the Greater Philadelphia-Delaware-South Jersey Council. General Grant stated: "As a metropolitan area grows larger, the country is pushed farther and farther away. In his plan for Philadelphia, William Penn wisely provided for your four in-town parks. It is necessary for you to see that equally foresighted and even more ample provision is made for parks and playgrounds in the outer parts of your metropolitan area before the ground is covered with houses. Perhaps no problem is more urgent just now and requires more attention and citizen support than this. The traffic problem has its innate imperious necessity, which will bring a solution by economic and popular pressure. but the reservation of open spaces when they can still be acquired at reasonable cost is apparently the concern of only a few foresighted and socially minded people in each community. Schools, yes, are also urgently needed, but you can demolish houses for a school, if your city was not wise enough to plan for it in advance whereas the larger space needed for parks and playgrounds can very rarely be acquired after it has been cluttered with so-called improvements. If we are to reduce juvenile delinquency, which is costing our cities so much already, and ensure the health of our growing citizens, we must remember Lloyd George's dictum that every child is entitled to a place to play safely and honestly."

Recreation in Housing Developments

The continuing relationship between the planning of public housing developments and local recreation areas and services is clearly illustrated in the 1953 report of the New York State commissioner of housing. An illustrated section describing the James Weldon Johnson Houses in New York City shows the amount set aside for playground use lists the special activities carried on in the community center and the various clubs and adult groups meeting in i facilities. Brief reports from other cities throughout th state show how local housing authorities are cooperatin with recreation agencies.

Buffalo: A redevelopment site of approximately fiv acres, to be cleared under the state program, will be the fir stage of a fourteen-acre park to be completed and develope by the city. The protection afforded by the large park area will aid in creating a stable residential atmosphere for th two low-rent public housing projects to be constructed o either side of the park.

Syracuse: Using three hundred and ten thousand dolla in clearance funds from two state-aided projects, Syracus proposes to clear forty-seven substandard structures fro four and one-tenth acres of slum land to be ceded to th city and developed as much-needed playgrounds.

The city's first state-aided housing project is serving a the center for a mothers' club and a play group sponsore by the city recreation department.

Utica: Redevelopment planning for the clearance area i cludes the construction of a large playground in the neigh borhood of an elementary school, a recreation area badl needed by the children in this section of the city.

Mount Vernon: Conferences are being held with the re reation commission to provide suitable recreation facilitie for the outdoor play area and social rooms at a new stat aided project.

New Rochelle: Arrangements are being made to provid

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RECREATION

George D. Butler

the recreation commission with basement space for supervised programs, to include sewing instruction, housekeeping, woodworking, airplane modeling, radio, dancing and bands.

White Plains: It was determined that the interests of the nearly one thousand children living in an apartment project, and of the community as a whole, could best be served by having the recreation department maintain and operate a playground in the development. An area of approximately twenty-five thousand square feet will be ceded to the city in the near future and it is anticipated that a city-operated playground will be functioning within the development.

Park Areas in Subdivisions

• The board of aldermen of *Wichita Falls, Texas,* adopted the following resolution on February 26, 1951:

That from and after this date before any plat or subdivision shall be approved by the city for filing of record, that the same shall meet the following requirements with reference to parks and/or playgrounds in such subdivisions.

Single Family Units: For each thirty units one acre of land should be reserved for park use; this land to be centrally located so that, if possible, all units to be served will be within one-quarter mile of this park, and in no case should the distance be greater than one mile.

In the event that the subdivision is of such size to cause a park site to be reserved with a total acreage less than two and a half acres, the plot of land should be located on the perimeter of the subdivision, so that this land may be integrated with any possible lands given by further subdividing.

Multiple Dwelling Units: On duplexes, row houses, and apartment houses, park sites should be reserved in proportion to the population with a basis of one acre of land for each one hundred population.

In the event the subdivision is of a composite nature having both single family dwellings and multiple dwellings, that portion developed as single family dwellings will be counted on the basis of one acre for thirty units, and that portion having multiple dwellings will be counted on the basis of one acre per hundred people.

This resolution is passed for the purpose of setting a definite policy on the matters herein declared upon and this resolution is furnished for the further guidance of the engineering department and the parks and recreation department of the city of Wichita Falls; and each of them, by an approved agent, its director, or the city engineer shall approve any plat or subdivision before the same is presented to the board of aldermen for its approval.

By the end of 1952 the city had acquired six recreation areas averaging about ten acres each as a result of this resolution. It is able to enforce this compulsory dedication program because the state laws stipulate that the city has jurisdiction over plattings which fall within five miles of the city limits. The city council must approve the plat before it is filed with the council. City expansion is further controlled by the fact that the city furnishes water, sewage and other utilities to the outlying areas.

According to a local official the park requirement is viewed much as a street requirement, in that streets must be curbed with proper base and surface in order for the subdivision to be taken into city limits. It is likewise felt that a subdivision should provide some park area before it is taken into the city. The resolution assures a properly located park of reasonable size in outlying subdivisions even though several years may elapse before they come into city limits.

A proposed revision would provide that small subdivisions which give less than two and a half acres would be required to give instead the money equivalent of the appraised value of the raw property that would otherwise be dedicated. This procedure has already been followed but has not been made compulsory.

• Property owners in three adjoining subdivisions in *Bethesda, Maryland,* have formed an organization known as the Cedarbrook Club and have purchased a property of some two and a half acres located adjacent to the three subdivisions. Plans call for the construction of a fan-shaped swimming pool, bathhouse and parking area for one hundred cars on the property. The population of the community is approximately twelve hundred and the membership in the club will be limited to three hundred fifty families. An appeal has been made to the authorities to grant permission for the construction of the pool which will be located in a residential zone.

• Recreation has received significant consideration in a subdivision ordinance adopted by *Colorado Springs, Colorado.* The general principles of acceptability for a subdivision include: Particular attention to specific requirements for parks, playgrounds, school sites and public building sites. Provisions relating to the setting aside of land for recreation merit careful consideration by other cities. The section relating to public spaces states:

Allocation of land for public spaces. The owner of the land in each subdivision shall allocate and convey five per cent of the area of the land in his subdivision, exclusive of streets and alleys, for park, playgrounds, school, recreational or similar public purposes, at such location as designated by the city or at the option of the city. Said owner shall, in lieu of such conveyance of land in kind, pay to the city in cash an amount equal to five per cent of the value of the land. If the city and the owner fail to agree on the value of said land, such value shall be fixed and established by the Real Estate Appraisal Committee of the Colorado Springs Board of Realtors. The proceeds of said payments shall be deposited in a separate city account and shall be used only for the acquisition of land for parks, playgrounds, schools, recreational or similar public purposes.

Reservation of public land. In the event a park, recreation area, playground, school site or other public space, as included in and adopted under the development plan of Colorado Springs, is located

in whole or in part within a subdivision, and if the owner of the land in the subdivision does not convey land for such public use, the city may at its option acquire the land for all said purposes, or for any of them. If the owner and the city shall not agree upon the value of said land, the value thereof shall be fixed by the Real Estate Appraisal Committee of the Colorado Springs Board of Realtors.

High density or multiple family areas. If an area is to be developed or subdivided as a high density or multiple family area, the planning commission, upon recommendation of the park board, shall require, in addition to the five per cent area allocated as herein provided, open spaces suitably located and of an adequate size for parks, playgrounds and recreational purposes in said subdivision. Said spaces may be dedicated for the common use of all inhabitants in the subdivision or established by covenants or other conditions in deed or deeds.

Natural features. Outstanding natural and cultural features, such as scenic spots, water courses and historic sites, shall be reserved insofar as possible.

Easement along streams. Whenever any stream or important surface water course is located in a subdivision, the subdivider, at his expense, shall make provision, according to specifications and standards established by the city, for straightening or widening the channel to carry the surface water and shall also provide and dedicate easements along the stream in such width determined by the city for the purposes of widening, improving or protecting the stream and for recreational uses.

Influence of Public Improvements on Area Value

According to Robert Moses in the October, 1953 issue of *The American City*, the assessed valuation of an area within two blocks of the Grand Central Parkway increased 2,038 per cent between 1925 and 1953, while increase of the whole of the third ward through which it passes was 501 per cent.

Following up the statement that by a sound program of public works millions of dollars are added to tax rolls and private property becomes income-producing, he said: "Similarly, the area of influence of the Shore Parkway, part of the Belt System, shows an increase of 76 per cent in the period 1939 to 1953 against a normal increase of 19 per cent, and the area of influence of Flushing Meadow Park an increase of 937 per cent in the period 1935 to 1953 against a normal increase of 158 per cent. When adequate recreation facilities are installed on the east side of this park to accommodate a clamoring new population this will be a flourishing suburb. Incidentally, revenues in the developed westerly section of this park derived from skating, swimming, and an aquashow are increasing.

"A trip over the Belt Parkway north of Jamaica Bay today reveals vast developments of meadow lands, previously inaccessible, untouched since the days of the Indian tribes, attributing almost wholly to the influence of the Parkway. Prior to the construction of the Henry Hudson Parkway and the Henry Hudson Bridge, the ridge known as Riverdale was pre-empted by large estates assessed by the acre and yielding only a modest revenue to the city. Today, property values have spiraled. This ridge is now the site of numerous suburban homes and large garden-apartment houses which have enormously increased values . . . .

"*The most suitable use of land adjacent to parks and parkways is residential.*"

Beaches—City and Suburban Beaches

"Nowhere are prudence, foresight and imagination in the conservation and improvement of natural resources better illustrated than in the case of city and suburban beaches. The value of our beaches and boardwalks is still incalculable and can be increased rather than diminished by forthright and intelligent action."

Urban Redevelopment

The report of the President's Advisory Committee o Government Housing Policies and Programs was submitte in December, 1953. One of the subcommittees made recom mendations with reference to urban redevelopment, reha bilitation and conservation. In a statement preliminary t its recommendations the subcommittee stated: "Althoug parks and recreation areas are essential to the maintenanc of healthy neighborhoods and are provided for that pur pose in newer areas, few cities bother to provide them i older crowded areas where the need is greatest."

The subcommittee estimated that the total cost of clearin five million sub-standard units—the number that probabl require demolition—to be fifteen billion dollars. It furthe estimated the cost of necessary spot clearance, street clos

Modern playground in a New York City development fo low-income families is for use of the entire neighborhood

ings and widenings, parks, recreation areas and other public public improvements at nine billion dollars.

Professor Robert B. Mitchell of the University of Penn sylvania submitted to the subcommittee a report dealing with "National Objectives for Housing and Urban Renewal" in which the importance of recreation was recognized. Pro fessor Mitchell, in discussing urban community renewal pro grams, stated: "We want to be sure that all parts of these areas are well and efficiently served by systems of facilities for transportation, communication, water supply, sanitation power, education, recreation, and welfare . . . .

"We must improve the conditions of life in all urban resi dential areas through rebuilding those parts which can no longer serve their inhabitants usefully, through improve ment, rehabilitation and adequate maintenance of struc tures with a remaining useful life, through protection of all homes from adverse influences, through rearrangement of streets as necessary to reroute through-traffic away from residences, through opening up spaces for parks, recrea-

tion grounds, and schools, through provision of needed common services and facilities and through community organization to build morale and instill a resurgence of pride and confidence . . . .

"Beyond this we must systematically introduce parks, playgrounds, and other community facilities into all areas and to the extent possible separate through traffic from residential streets . . . .

"In all these areas, however, the replanning and renewal process should provide the neighborhood safety and amenity which can be achieved through opening of park and playground areas, street rearrangement and provision of community facitities. On all of them, re-zoning and other feasible controls of land use should be employed . . . .

"The objectives are positive. They are for creation of a suitable environment for urban life, not merely for the elimination of structures or slums."

• The Build America Better Council of the National Association of Real Estate Boards has issued a publication, *Blueprint for Neighborhood Conservation*, in which it presents a program for large-scale elimination of slum, blight and unfit housing conditions. Emphasis of the program is upon rehabilitation rather than total clearance.

The report recognizes that inadequately equipped and maintained parks, play areas and recreation centers, or the lack of such facilities, are factors contributing to the need for neighborhood rehabilitation. Improvements to parks and recreation centers are listed as one of the items in a conservation plan within the neighborhood boundaries. The council recognizes that school boards and city authorities already have ample authority for acquiring sites for school and parks. Its program, therefore, does not include proposed additional authority to acquire property for these purposes. It does provide, however, for the issuing of neighborhood conservation bonds and the levying of benefit assessments to meet the cost of public improvements and the acquisition of needed public property. The plan calls for close cooperation between the neighborhood conservation authority, school boards, park, recreation and other municipal agencies.

Guide to Acquiring Areas for Recreation Purposes

A committee of recreation executives with Robert Cisco of Livingston, New Jersey, chairman, submitted a report to the Middle Atlantic District Recreation Conference in March, 1954, dealing with the acquisition and development of recreation areas. It presented the following as a guide to the appraisal of property under consideration as a neighborhood recreation area:

	Points
1. Does size meet the National Recreation Association standards of:	
Population of Neighborhood — *Size of Playground Needed*: 2000 — 3.25 acres; 3000 — 4.00 "; 4000 — 5.00 "; 5000 — 6.00 "	
2. Cost of property is "in line" with present day real estate values in surrounding areas. (For donation use ten points.)	.....
3. Area is located in proximity to center of population of neighborhood.	.....
4. Property can be developed with a reasonable expenditure for renovation, excavation, demolishing of buildings or drainage problems.	.....
5. Property is so located as to present a minimum amount of "border irritation problems" with adjoining property owners.	.....
6. Property is located in accordance with master-plan of community.	.....
7. Location and use of property does not conflict with any existing zoning ordinances or use restrictions.	.....
8. Property can reasonably be converted to meet the leisure time needs of all groups the area is intended to serve.	.....
9. Area is needed immediately or in the near future for recreation purposes.	.....
10. Hazards can be removed or protected at a minimum of cost.	.....
11. Property is easily accessible to persons for whom it is intended.	.....
12. Drinking water and sewer connection are available at minimum cost.	.....
13. Property can be designed so that maintenance will be simplified.	.....
14. Property is to be permanently acquired for recreation. (No leases, or so forth.)	.....
15. Sufficient area is available for landscape planting.	.....
16. Neighborhood residents have been consulted.	.....

Each answer is to be graded on the basis of zero to ten and the total score rates the suitability of the property as follows:

110-160	Good proposition
85-110	Area requires further study before final decision
60-85	Doubtful value
0-60	Poor proposition

Industry Appreciates the Value of Recreation

The importance of recreation and other contributions to good living were pointed out in an article, "The Economy of Foresight in Community Development" by William R. Ewald, Jr., of the Baltimore Association of Commerce, in *American City*, November, 1952. In commenting on what some plant-location executives have to say, he states: "One of the larger tractor manufacturers says they picked their present location near a superior neighborhood. 'They [the workers] have fine living and all this shows up in their work. . . . Taxes take so much of a man's wages that it's the way he feels about his work and the recreation that comes along with it that is vital. . . The quality of labor and the amount, the supply of good homes, right site, recreation and good living are major factors for industry.'

"Plant-location executives of one of the world's largest manufacturers have this to say: 'Our company is putting more and more emphasis on keeping production up by keeping its people happy. This very definitely enters as a factor in selecting a community for a new plant. We know well that the location of a plant and the success of a community is vitally affected by planning and zoning.'"

He continues, "The opinion grows more and more firm that there are some things for the good of industry and everyone that only the community can do for itself, such as a carefully predetermined land use guide, proper facilities, and corresponding zoning."

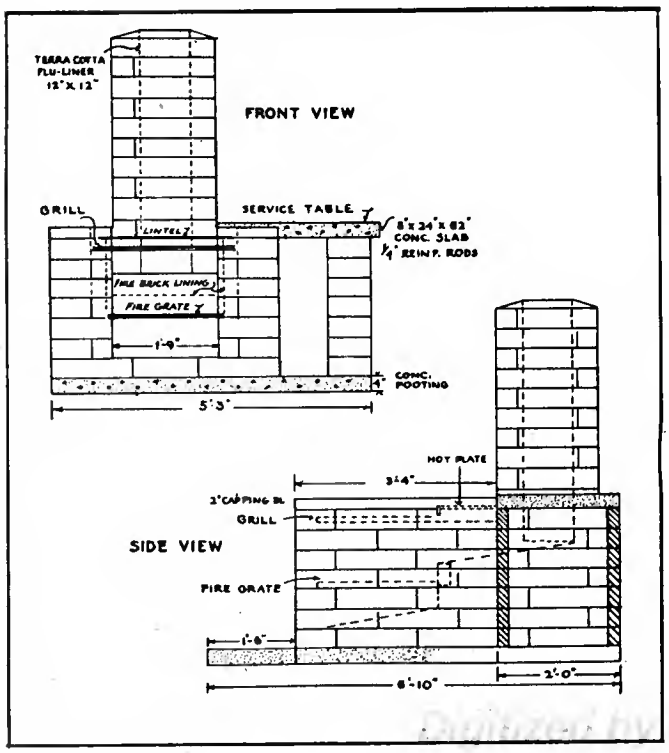
These inexpensive picnic and cooking units in Charlotte, North Carolina, proved to be a practical experiment.

Recreation Facilities and Equipment

Many communities now developing new recreation areas are turning to the National Recreation Association for information regarding construction of various facilities and equipment. Descriptions, plans and illustrations of several types that have proved effective and popular are presented here, through the courtesy of local recreation and park authorities who have developed them.

Picnic Units in Charlotte, North Carolina

After a year of experimentation, the Charlotte Park and Recreation Commission has constructed a number of attractive and practical picnic units designed by Mr. R. L. Barnett, the department's maintenance engineer. Each unit consists of one outdoor fireplace and two tables. These facilities seem to serve all practical purposes for the average picnic group and have proved very popular. The approximate cost of the unit, including materials and labor, was $325 in 1951. The photograph above shows the type of construction of the unit; and the plan and elevation drawings at the left give construction details for the outdoor oven.



Picnic Units in Passaic County, New Jersey

The Passaic County Park Commission, after using various types of wooden picnic tables, has developed a concrete table which minimizes maintenance costs and has proved satisfactory. Unlike the Charlotte table, the top and seats of which rest on cement blocks, these tables in Passaic County have two end sections, which support the seats and top. The top is two-and-one-half-feet wide and eight-feet long; the seats, one-foot wide and eight-feet long. The table is clearly portrayed in the accompanying illustration. The method of its construction is described as follows by Mr. Ralph Gray, superintendent and assistant engineer:

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"The forms consist of wooden bases and structural iron sides. Three-inch channel iron is used for the seats and top and four-inch channel iron for the ends, as these are the respective thicknesses of these sections. The ends and seats are reinforced with bars put in the table top; both bars and mesh are used. The vertical bars in the end sections project about eight inches, in order to achieve a more solid job when the sections are concreted into the ground.

"Sections are made in a heated garage during the winter, when more labor is available. Two men do the job, using a very small mixer run by an electric motor. A 1-2-3 mix, the course aggregate being pea gravel, is used, with an early setting cement, so that the sections can be removed from the forms quickly. The table top is finished with a steel trowel, in order to get a smooth and waterproof surface. The cost of these tables has never been determined because these sections are poured at the same time as are park signs and posts, bench supports of two varieties, posts for traffic separation in parking areas and rail posts.

"The disadvantage of these tables is their weight in setting. There is approximately a half-cubic-yard of concrete in the whole assembly, and the top weighs about seven hundred pounds. At the time of installation, the two end sections are set first. Two holes are dug and then the ends are set on a templet, which is adjusted until the ends are at the required height and are level, after which they are concreted into the ground. The seats are placed by hand, but the top is placed with a winch truck. There are no bolts or screws holding these tables together, but matching holes are cast in the sections. When the sections are set so that the holes line up, a piece of reinforcing steel is put into the hole, connecting the two sections, and the hole is then grouted full. To date, none of the sections has been pulled apart."

Passaic, New Jersey, uses concrete tables which minimize maintenance costs. Note economical steel fireplaces at left.

These all-weather picnic units in Tennessee have concrete bases, legs of heavy metal tubing and polished plank tops.

The commission, after experimentation with masonry fireplaces, has designed a type shown in the illustration below, as also described by Mr. Gray:

"We had a sheet metal shop roll one-quarter-inch plate into a cylinder, after which we welded the joint and cut (in the side) the semi-circular hole with a five-inch radius for firing. For the top, we found some old rotary stone screens with one and one-half holes. From these we cut discs the right size for the tops, flattened them with a sledge hammer and welded them on the cylinders. The stoves are held in place by a three-eighth-inch hairpin through the firing opening and concreted into the base. The rod is loose so that the stone can be moved for cleaning also to get the breeze for proper draft.

"The stoves are standing up very well and the people seem to like them better than the larger fireplaces. One reason is that they are small enough to make the use of charcoal practical. Wood also can be cut quite small and the quantity used is much less than with the older type of fireplace. We like them because of low maintenance cost."

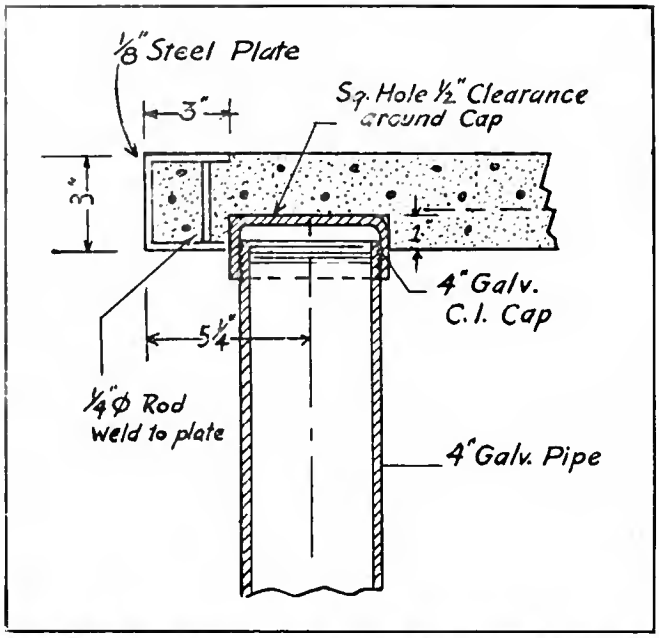
Picnic Tables in the Tennessee State Parks

In 1947 the design and maintenance section of the Division of State Parks in Tennessee constructed a new type of picnic table that has proved economical and satisfactory. It is totally different from the two types previously mentioned. This construction was described in *The Tennessee Conservationist:*

"Concrete slabs were poured as bases for the new tables. Into the concrete went heavy metal tubing to form three pairs of legs for the table top and three pairs of legs for each of two benches—the stationary part of the table. Table and bench tops of polished planking were bolted on . . . and it's a vast improvement over the old one-piece, movable-type tables in use for so many years. Here's why: Concrete eliminates erosion around tables; tables are usable in all weather; the storage and hauling problem is lessened considerably; cost of utility layouts is reduced; permanent picnic areas are established with water, sewerage and lighting located permanently; there is low upkeep; vandalism and promiscuous moving of tables is eliminated."

Table-Tennis Tables

The recreation and civic affairs unit of the General Electric Company in Richland, Washington, reports many inquiries concerning its table-tennis table, a photograph of which appeared on page 27 of the May 1954 issue of RECREATION and is reproduced here. The accompanying sketch gives details of its construction.



Concrete ping-pong tables in Richland, Washington, offer no maintenance costs, no warping, storing or levelling problems.

Several tables were constructed in 1950 at a cost per table of twenty dollars for labor and forty dollars for material. Mr. R. E. Anderson writes: "This is the fourth year of operation and no maintenance costs whatsoever have resulted. The tables are indestructible unless one is so moved as to utilize a sledge hammer. Misuse of paddles has no observable effect on the concrete tables. Actual play is not too different from that on wooden tables, according to top players in our adult table-tennis league who play indoors on wooden tables, the main difference being that spins are slightly exaggerated and bounces are higher.

"Our outdoor tables are flood-lighted for night play and players do have some difficulty in following the white ball against the concrete coloring. If we were to construct more tables, we would color the concrete to contrast with the ball. We are going to attempt to either buy colored balls or experiment with a stain in order to correct this situation.

"Manufactured tennis brackets are not wide enough to fit the three-inch table tops, so the thickness should be less at the point where the brackets are attached."

A steel ping-pong table is a trouble-free addition to any playground, according to Bert M. Trubody, superintendent of maintenance and construction in the recreation department of Oakland, California. He says: "The vandals have not been able to make any impression on this table to date (three years). It is excellent for the game. We don't attempt to paint the top which turns dark brown, almost black, and stays smooth and more or less polished. Rust polishes smooth with use. The table receives no attention except that the underside is painted once in a while. The top plate (5′ x 9′ x ¼′ mild steel) costs us twenty-five dollars; for the rest we use scrap pipe, making the total cost well under forty dollars."

Oakland's Baseball Backstop

The Oakland Recreation Department has devised a baseball backstop for use at fields where control of foul balls is essential and where baseball cannot be played unless batted balls are prevented from entering a busy street or adjoining properties. Mr. Trubody of the department has commented on the backstop as follows:

"Fences help, but they fall far short of the mark (we have some forty-foot fences and the balls sail one hundred feet over the top of these). Home plate is set in six feet under the backstop cover, to stop those straight-up pop fouls that the wind takes and lands anywhere. Setting it in six feet forestalls the batter who stands ahead of the plate and leads the ball with his bat. Then, for the drive other than fair, the wings come into play. We swing these wings over until they are on the foul line. There is a seven-foot clearance under them where base runners can pass unobstructed. This wing somewhat handicaps the third baseman's throw home. From the top of the wing, starting at the edge over the base line, we cover this triangle with fencing which stops high fouls.

"The only spot left where a stray ball can go foul is under the wing (seven feet). We plot a strike zone and assume that the lowest ball which the average batter would hit is twenty inches off the ground. Making a profile drawing, starting line twenty inches over home plate and seven-feet high at the wing, we find where this drive would clear the fence and locate a baffle fence at the most practical point. Incorporated in our foul-line guard fence and players' bench set-up, and extending approximately halfway between the home plate and first base, about six feet to eight feet from the base line, this baffle stops those low drives that otherwise might get under the wing which is part of the backstop. The players at first thought this was too restrictive, but now the baseball association, which did the most kicking to begin with, has been asking us to convert our other installations throughout the city because they have found that it does not bother their play and it saves them hundreds of baseballs yearly.

"This wing, by the way, is chain-link fencing hanging loose, can be rolled up like a shade from the bottom and wired at any height. We thought we would have a vandalism problem with this wing—swinging and so on— but in two years none has been called to my attention."

(To be continued in a future issue of RECREATION.)

HALLOWESTA IN NEBRASKA

John Dyson

HALLOWESTA!—You *never* heard of it? Ask any northeast Nebraskan, *he* can tell you. He's probably been there or his kids have. Watch the smile of pleasure creep across his face as he relates his experiences as one of the many who lined the streets in Norfolk (population 11,335) for the Hallowesta evening parade. This is one of the many events for youngsters and oldsters, alike, in this day-long extravaganza. Over 25,000 persons in northeastern Nebraska forget their troubles on October 31 each year as Jaycees of Norfolk rope off the streets, roll up the rugs and open the town to over four hundred children of the area for the affair.

Idea for the day was advanced by Jaycee Howard Murphy back in 1945 as a combination good-will builder and Halloween vandalism safety valve. Based on the premise that everybody likes to let his hair down and have fun, the proposal was favored by a segment of the Junior Chamber, but was frowned upon by many reserved businessmen who declared northeast Nebraskans were too conservative for such an event.

It took a lot of selling and when the selling was done, there was still plenty of hard work and planning ahead. October 31, 1946 was set as the date for the first attempt. The weather was good, the crowd numbered over 20,000 and the event was acclaimed a smashing success. Efforts of Murphy, who spent the final weeks holed up in an office double-checking and outlining projects as the event's general chairman, and the efforts of Dr. E. G. Surber, parade marshal, paid off in smooth operations. They, and the Jaycees who worked with them, had earned the credit for bringing a new era to Norfolk. The ice was broken, the way was open and enthusiasm was rampant.

Police records in 1948 gave a graphic picture of the import of Hallowesta as a vandalism check. Halloween fell on Sunday that year and the event was not held. In all, forty-two separate reports of vandalism were received in Norfolk compared with *one* the previous year. Although records from surrounding towns were not available, townspeople there reported a sharp increase in pranks for the year Hallowesta was not held.

A record of over four hundred and fifty boys and girls at the afternoon parades for costumed children was set in 1949 when more than 20,000 attended the event. Ideal weather, coupled with giant balloon floats brought in especially for the evening parade, attracted a crowd of 30,000 in 1950. Another popular event was added to the schedule in 1951—the store-window painting contest in which teams of children from first grade through college enter in competition in four age divisions, each with cash awards. More than two hundred enrolled for the first contest.

For the Norfolk Jaycees, Hallowesta is a total effort with no stone left unturned. Take the 1952 Hallowesta for example. After co-chairmen, parade marshal and the planners had done their work, groups of Jaycees trucked corn shocks to town for the lamp posts; others poured paints for the window painters and still others worked over assorted spooks for street lamps. By dawn of the big day, Jaycees had completely redone the town. Eight blocks of the main business section were blocked off and completely decorated for the Halloween fiesta.

Streets thickened with all manner of creatures in strange array. Keystone Kops were on their beats, the jail was in operation and a "judge" was handing down decisions. Window painters, seventy teams of them, began their artistry at 12:30 P.M. under guidance from Chairman Robert Phillips; free movies were shown for the kids; walking and riding parades were held; and the announcement of window winners was made at 4:30 P.M., followed by the naming of adult costume winners; and, through it all, a half-dozen carnival rides whirled kids for free.

By 7:00 P.M. the streets were clogged with a sea of faces. As the hour-long parade ended, the mob converged on the reviewing stand for the winners. Thousands flocked to watch the football battle which followed and hundreds headed for the city auditorium where a teen-age dance was in progress, followed at 10:30 P.M. by a public dance.

When it was all over, northeast Nebraskans realized they had had a full day's escape from their problems. They'd been different people for a day and were all the better for it.

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"When originality is the aim, Christmas decorations must be made early."

Originality in Christmas Decorations

Jessie Todd

All children are original. However, it takes guidance to bring out that originality.

Children often like to start with a common denominator and vie with one another to make clever Christmas tree ornaments. In the Laboratory School, University of Chicago, we used the little cardboard folders which contain postage stamps, reinforced the folded edges with gummed labels and tied a string on each to hold it on the tree *(Illustration 2)*. From that point on it was up to each child to see what he could create. When he finished, he pinned his ornament on the bulletin board in the classroom.

Colored paper was pasted on the gray stamp folders. Some children used many of the red-and-white gummed labels as a decorative design; some added scraps of silver ribbon. Others pleated strips of red-and-white construction paper and pasted them on the little stamp folders so they rose up or hung down; or they fringed pieces of paper and curled the fringes by rubbing them with a scissors. Some stretched paper across so that the ornament made a triangular shape. Some used several stamp folders and added so many kinds of paper in different shapes and colors that one forgot that the ornaments were originally stamp folders *(Illustration 3)*.

Someone might say, "Why begin with the stamp folder?" In answer: (1) Here was free material all cut and ready to use. (2) The stiffness of the little cardboard pieces was very practical as a beginning. (3) Some children need a push-off to do original work. When left with a pile of waste material, plus new material, they do not seem to know where to start. (4) It was easy to tie the string on the stamp folder.

The ornaments were very interesting and every child achieved an original result. We found an abundance of another kind of cardboard material—the cylinders which come inside of paper toweling and other household items. Here again was free material. We used the electric saw in the shop to slice the rolls into ringlets of one-half-inch, three-quarter-inch, and one-inch widths.

The one-inch-wide rings were used for napkin holders. We sandpapered the edges, and painted them white inside and red outside, using rather thick tempera paint so that the cardboard would not bend too much. When the paint was dry the children carefully added flowers, dots, zigzags or stripes of yellow, green, blue, orange, pink, black, violet and magenta. Some made more napkin rings and painted them black. They liked these because they could add many bright colors for trimming. Three children used red, green and white. They painted designs of holly, bells, stars and wreaths on the rings so they could use them to hold the paper napkins at their Christmas party.

We used some of the ringlets for Christmas tree ornaments. Some were wrapped with tin foil and the silver and gold paper that comes around pieces of candy. Others were wrapped with scraps of brilliant ribbon left over from Christmas gift wrappings. Not a piece of shiny ribbon was thrown away, for the rings were wound with many short pieces of different kinds. Some of the rings, one-inch-wide, were wrapped with cotton batting and tied with red ribbons. All these bits of shining bril-

Miss Todd *is on the faculty of the Laboratory School, University of Chicago.*

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liant color looked like jewels on the Christmas tree.

The originality of the tree decorations depended greatly on the choice of materials. Each child had the chance to look over the scraps and decide how he wanted to wrap his ringlets; and some fastened several ringlets together.

In the upper right corner of *Illustration 1* is a ball made by wrapping bright pink tissue paper around a wad of paper toweling, tying it with a string at the top, and decorating it with bands of brightly colored metallic paper. In the lower right of the picture, notice the candle which one child invented and everyone liked. This, the ornament above it and the one to the right of the candle were made of circles, triangles and squares cut around and around with the resulting spiral helping to make the ornament.

Some children pleated four or five inches of the long strip by pressing it with their fingers. They would leave six or seven inches unpleated and then pleat a section again; some pleated the whole strip. Brass fasteners turned the strips into many fantastic shapes *(Illustration 4)*. We called them third dimensional abstracts. Some called them mobiles, for when a thread was added at the top they whirled around on the tree. We used some white paper in each ornament for we wanted white on our tree. The children chose many color combinations and many shapes; and each ornament was original.

A few of the children made dangling ornaments which were almost two and one-half feet long; however, we could not use them on our tree and so had to plan them on a smaller scale.

As children make things for a definite purpose, as in this case, to trim a tree, they learn to face restrictions. They found that they could use small round boxes and little rectangular ones if they were lightweight. Even soiled boxes could be used, for they were covered with paint, gay ribbons or paper. The children found that most plaster ornaments and all clay ornaments were too heavy. We also gave up tin-can ornaments because the children cut themselves working with the tin.

A few children made snowflake ornaments. We found that too many of these smothered the other ornaments. Since snowflake designs must have six outstanding points, some found the cutting of them too difficult. We used very white paper but it could not be too stiff. The children enjoyed cutting holes of many shapes in the snowflakes. Each design was original within the six-point limitations.

A Christmas tree without an angel on top is no Christmas tree to our children. Gigi made the angel this Christmas. She used a flash bulb for the head and neck and painted it with thick tempera paint. A father who manufactures match folders donated lovely metallic cardboards in red, green, blue, gold, turquoise, white, silver and pink, out of which Gigi made a cone-shaped skirt. On top of this she put a sort of cape made of another cone shape and joined the two with brass paper fasteners. Then she added more paper fasteners for trimming and tied colored velvet ribbons to the paper fasteners for more decoration. The wings were plain gold cardboard; and she used the most brilliant silver-colored tinsel for hair.

Some children invented ornaments out of fine basket reed. Maggy is showing hers to an interested friend in *Illustration 5*. Maggy later added ornaments to the ribbon in the center and placed a white bar below the two lower circles.

Kay made a beautiful orchid-colored ornament of reed framework covered with orchid-colored tissue paper. Pasted on the orchid paper are tiny scraps of metallic paper of many colors. The little metallic-colored pieces looked like precious jewels.

When originality is the aim, Christmas decorations must be done early so that the children do not feel rushed. Before the green tree arrived they pinned decorations on a flat paper tree on our art room bulletin board. These decorations were left there for a day; then other children decorated the bulletin-board tree in another way *(Illustration 6)*. Judy, age nine, cut the row of joined angels in two minutes. Below the top center star are two ornaments made of white lilies-of-the-valley which were on a mother's old hat. Between them is a painted gingerbread man. On the lower left and lower right hand corners of the tree are reed ornaments. Below the tree are clay objects painted with tempera. →

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In *Illustration 7* we show how we began our tray mats for hospitalized soldiers. Making these was a labor of love. Desks were kept very clean so that the bright red paper would have no soiled spot on it. Each child made a tray mat using a design of white snowflakes. The white tempera paint had to be just right. If too thin, it would not look white enough. If too thick, the brush strokes looked ragged. We would send no slipshod work to the sick soldiers. David is putting a circular line around each snowflake. Owen, in the foreground, is making a large snowflake. When the tray mats were finished, Owen had a few smaller snowflakes around the big one and David's no longer resembled snowflakes, but our aim was to make an interesting design.

After each child had made a tray mat of white on red and a matching menu card, we made more designs, this time on dark green paper. David is making a very nice design of a tree on his mat in *Illustration 8*.

When we had finished seventy place mats that we considered very beautiful, we brought out a pile of paper—red, orange, purple, two shades of green, turquoise, yellow, pink, light blue and royal blue. The paint table had over a hundred bottles of paint and empty bottles to be used in mixing more paint. Many choices could be made now. The background color and the paint colors together offered unlimited possibilities.

Whenever many choices are permitted, it soon becomes necessary to make a few restrictions. Some children chose gray, brown and other dull colors. We talked of our aim: to brighten the trays for sick soldiers. We discarded the dull efforts. Some children forgot the soldiers and made scratchy sorts of cartoony scribbles with words coming out of the mouths of the characters. No soldier would think them funny, interesting or gay, so these were discarded. After discussing appropriate kinds of designs, we succeeded in getting many gay, beautiful tray mats, each with a matching menu card.

In *Illustration 9*, we see a hall bulletin board. The design in the upper left was cut out of gummed paper of several colors and gold and silver.* The tree design to the right was made out of scraps of colored construction paper. Ordinary paste was used. The Christmas tree and the wreath to the right were painted on corrugated paper. This paper cost nothing; people donated it instead of throwing it away. Many children were inspired by it—the ridges fascinated them. Paint needs to be thick when it is put on corrugated paper. If it is too thin the abundance of water warps the paper and makes it curl up on the corners.

There is always a corner on a shelf or table in a home, school, gift shop, office or hospital for a jolly clay Santa Claus. Children like moist clay—the kind that hardens when dry. *Illustration 10* shows Neddy making his Santa. There is a little elf on Santa's pack. In *Illustration 11* Betty is modeling a Santa in a sleigh. Betty displayed originality in another way. She requested permission to go to the shop next door to ask for a board for the base of her model, and painted the board white.

Children's creative expressions often reflect their home lives. It was not unusual to see Michael modeling angels. His father is a minister. Michael thought of the idea of using wire for the halos and wings *(Illustration 12)*. He made more angels playing different musical instruments.

Eric, Cass and Lynn made a clay tree. We stuffed the center with paper toweling this year. Last year we made a solid clay tree and it was too heavy to move about. The children painted the tree green while it was still wet, and inserted green wire loops. Through these loops they strung many ornaments after the tree had dried.

Children often like to make a jolly couple out of clay and give them interesting names *(Illustration 13)*. This time they began with the woman. She had straw hair and wires rising up out of her hat. She had bright magenta-colored collar and cuffs, pinned onto the clay while it was still wet. A package tied with silver ribbon was placed in her arms. She was painted in many gay colors. Snowflakes were painted on her skirt and tiny ones cut out of white paper were sewed to the wires coming out of her hat. The snowflake lady was now complete.

Thorsten, David and Rayda modeled her snowman husband. When finished, he had many thumb tacks in his funny round hat with its brilliant paper band. Rayda painted his shoes. This jolly couple decorated the main office of our Laboratory School during the weeks before Christmas vacation.

The originality the children developed at Christmas time grew in the following months. Even those who don't celebrate Christmas in their places of worship often feel inspired to make gayer things in December. The colorful store windows and street decorations make it a creative season for all.

*Gummed paper was bought from a school supply house, in handy nine- by twelve-inch sheets.

Lively and natural poetry by high school students, woven out of their own day-to-day experiences.

Teen-agers Take to Verse

• Mrs. Miriam S. Cox is a teacher of English in the Compton, California, senior high school. As she describes her efforts to interest teen-agers in poetry, she approaches them "like a crafty hunter stalking his prey." Since her sophomore class produced a collection of original poems, *Teen-age Capers*, written, illustrated and typed by the youngsters themselves, we'd say her prey wanted to be caught! (A wonderful idea for some creative teen-age recreation groups.) The original poems printed here are not only interesting and fun to read, but also give a very good insight into teen-age feelings and emotions. And isn't it reassuring to find that it's youngsters like these who are treading on our heels?

Serious Verse

The Touch of God's Hand

This beloved land of ours:
Misty fragrance of rare flowers,
Snow-capped mountains towering high
Framed against an azure sky,
Roaming sea and desert sand,
Show the Touch of God's Own Hand.

Rippling murmur of woodland streams
Lingering fondly in our dreams,
Blue of water in the lakes,
All these things and more God makes.
Wherever you look you see the brand
And feel the Touch of God's Own Hand.

—Rosalie Whitman

The Sea

The waves are frilly, lacy collars that
decorate the sand;
They fondle smooth and silver rocks
like fingers of a hand.

We love to come and watch the sea as
dancing on it goes;
It shimmers in the moon's pale light
upon its nimble toes.

—Virginia Woods

My Mother

My mother is eternally
Composing lines of poetry
Making rhymes all over the place
With odd expressions on her face.

The things she writes are never seen
By publisher or magazine;
We beg and plead with all our might,
But she just says, "They aren't quite
right."
Her rhymes remain upon the shelf
So I'll just have to write myself!
My odes and sonnets you will hear,
And this one starts my new career!

—Kathleen Ketcham

Autumn

It's autumn in the north woods now
And leaves are crimson-gold;
The birds are on their southbound
wings
And nights are biting cold.

The crispness of the morning air,
The sparkle of the star.
Puts starch in dear old Autumn's
dress—
The fairest one by far.

—Jennie Stillwagon

Love

Sometimes love is like a brand new
coat of paint
At first it's bright and shining
then it gradually grows faint.
But our love is proud and stately,
like a redwood tree
Through the years it grows more beautiful—for you and for me.

—Patricia Flinn

The Man in the Moon

I watched the moon the other night
It stood up there so radiantly bright;
When I looked very hard I could see
The man in the moon smiling down on
me:

Wouldn't you like to take his place
And just roll around all over space?

—Kay Clark

Humorous Verse

Viewpoint

Mirror, Mirror, on the wall
Should my hat be flat or tall?
Should I get a vivid red,
Or perhaps a pink instead?

In the store I always see
In the glass a lovely me:
There's a hat will look divine
Placed upon this dome of mine.

But at home I am dejected
At the one I have selected:
Magic Mirror in the store,
You have lied to me once more.

—Bertha Hayes

A Modern Painting

Some people say, "It's beautiful!"
Others sit and sigh,
But for me it does not a single thing
Except to strain my eye.
I study it for hours on end,
But I haven't found out yet
Whether it's a fallen tree
Or a king-sized cigarette.

—Carole Breitwieser

Growing Pains

When a girl reaches fourteen the going
gets tough;
She needs rouge and lipstick and a
powder puff.
Instead of having dimples,
All she gets is pimples.
Growing up is really very rough!

—Margaret Lyle

Girls

Girls can be so aggravating;
Count on them to keep you waiting!
Your date is at seven—you're ready to
go,
But what on earth makes her so slow?

She changes her dress and fluffs her
hair,
Sometimes forgetting you're even
there!
At last she's ready—you start out the
door.
Oh, wait . . . she's forgotten one thing
more.

Back she goes—you wait again;
Half-past nine and almost ten;
Girls can be so aggravating
Why did I go in for dating?

—Mac McCreary

Digitized by

Do Your Play *for* not *to* the Children

Edwin Strawbridge

IN THESE days children's theatre is becoming recognized as one of the important mediums of educating children to the finer things while providing good, constructive fun. Therefore, naturally, there is much discussion about whether to play "down" to child audiences or "up" to them.

Of course, there are right moments for both in any single play. In generalizing all children's needs, reactions, understanding and perception into any one position on the "up" or "down" scale, we are apt to become bogged down in theory. We are apt to lose sight of the major aim of children's theatre: the fostering of children's interest in artistic entertainment of all kinds, at the same time motivating their growing thoughts toward the ideality of moral values.

In order to accomplish these aims, and at the same time give young audiences a lot of sheer enjoyment, we must first understand what children like and comprehend generally. Then, within this very elastic framework, we must create a production to really entertain them and keep their interest sharp, while they are unconsciously exposed to the moral hidden beneath the surface of the dialogue and action.

And well hidden your moral must be, or children will feel uncomfortable in the knowledge that you are "teaching them something." Juvenile playgoers are amazingly adult when the chips are down. They are certainly the most candid of audiences—quick to applaud if they like something, and equally quick to become restless or even let out a catcall if they don't!

So, like a young mother getting ready to feed a baby, we must find out how to get our "baby" to eat as much as possible without a lot of waste time and motion. In children's theatre this may not be too easy—but it can be real fun.

Youngsters are not as easy to categorize or predict as adults. They come in different sizes and shapes— and have not yet become part of our convention-conscious adult world. When you find, through the many different reactions of your young audiences, a few rules which apply to the majority, you can feel mighty proud of yourself. It has taken the writer thirteen years of studying young audiences—and learning a lot from them—to come up with the following rules. I would stake my reputation on the success of your play if you follow closely as many of these as you can.

How To Choose Your Play

Action—that's the keynote! The next consideration is to make the action utterly simple. Your hero, whether he be one of the thousands on the library shelf or an entirely new creation, must be of epic proportions, afraid of nothing, hurt by nothing. Your heroine, be she fabled or invented tomorrow, must be beautiful, helpless (almost), and beautifully dressed at least once in the play, even if she begins in rags. Your villain, be he dragon, witch, wollipog or the tough boy down the street, must be villain all the way through.

The conflict in your play must be tremendous, almost insurmountable. It can whiz out past limits adults would find laughable. Children's imaginations go right along to the peak of improbability, and if your play doesn't take them there, they will be disappointed. The ending must be happy, with a capital H. Otherwise the theatre will echo with the sobs of little girls long after the curtain has fallen, and their mothers will be backstage looking for you. The sheriff may even be called. Avoid trouble! Make your ending excruciatingly happy! Every single problem, every wicked deed must have its denouement or punishment. Every single act of righteousness must have its just reward. If one small thing is unresolved at the end of your play, at least five or ten youngsters with hurt and puzzled expressions will be backstage to ask you why. It may take explaining to their mothers too. Next time you'll checklist your solutions against your problems before the play goes on.

MR. STRAWBRIDGE *is on Professional Standards Panel of Children's Theatre Conference. Edwin Strawbridge Productions, a touring children's theatre, uses professional cast.*

Talk right to the children at times. They'll really love it!

Children insist on absolute authenticity. Cowboys must dance in boots not ordinary dance shoes.

For assured success your play must have animals above all. Children adore them!

Animals, above all! A four-foot animal, in any form whatever, will make your play! In fact, you're almost lost without at least one. Children love them. That is why most nursery rhymes and fables have them to profusion. Somewhere you've got to have a cuddly, fat pig, a dancing cow, a Puss-in-Boots, Red Riding Hood's wolf, a Frog Prince, or some other four-footed member in the cast. And don't restrict the animals to standing around stiffly. They come in mighty handy—especially if you're going to have children actually playing in your show. Suppose, for instance, that there may be a few weak spots in the play as it approaches dress rehearsal. Maybe the "Little Princess," try as she may, is dull in spots. Take your lion, wolf, pig, cow or animal star aside. These dull spots in the action are precisely the right time for the dog to develop a flea which he must scratch; the wolf to get a thorn in his tail which could be gotten out if he could just reach his tail; the cow to discover that there is something wrong with her bell which must be fixed immediately; the pig to sneeze; and so on. These things must not distract from important story action, of course, but they'll stop the show—and save it—in the very spots which would otherwise be boring to the young critics out front.

Find bright, colorful costumes! In choosing your play, bear in mind that it should lend itself to bright, colorful costumes, with some possibilities for "funny" costumes, too, (perhaps one of the period costumes which look funny to even us oldsters now). Always remember that no costume can be too outlandish or too improbable for a child's imagination. If you have some modern characters in your play, beware! Be absolutely authentic whenever possible with these. They can still be colorful, and should be, but they must be authentic!

Subject Acting Is Out!

When playing for children, disregard all scruples you've cultivated against asides (those "old-fashioned" things) and looking directly at your audiences ("unforgivable" in our modern theatre). The toughest lesson for actors and directors to learn when they turn to children's theatre is that youngsters like to be brought closer to the action and dialogue by being talked to occasionally. They prefer this to merely being permitted to watch something on stage that "other people" are doing. When the dialogue allows, come right down to the footlights as you ponder a problem alone, question a villain, console an unhappy animal, and so on. Don't encourage your audience too far into the scene with you, but make them feel that the action is happening as close to them as possible.

Don't, for one second, make the mistake of underacting. For your specialized audience, play whatever you are or whatever you are supposed to be feeling to the hilt. Children love circuses principally because they epitomize excitement and wonder, clowns because they epitomize comedy and so on. You must do the same. Whatever you are supposed to do, be the epitome of it. The Italian Commedia dell'Arte, which flourished in the late fifteen and early sixteen hundreds and which gives us much of the action of our modern opera, ballet, musical revue and circus, is exactly the showy style of acting you must cultivate and excel in, if you intend to entertain children successfully. You must do whatever you do to the *n*th degree.

Audience Participation?

There are excessive pro's and con's about whether a young audience should be allowed to participate in any physical or vocal way in the play they are watching. One school of thought maintains that it excites them too much. Another says it is not teaching them correct social demeanor as future theatregoers. Of course, both are right. But isn't it thrilling when your actors on stage are clapping in time to a dance to have the whole young audience begin clapping with them? I've noticed that they always stop the minute it appears that they should, so there is nothing dangerously disorganized or overstimulating about this kind of participation in the stage fun. When a "petulant little girl" in the play says to a friend, "There's no such thing as horse language," and the little boy in the back row of the audience shouts back at her, "There is too!" he is certainly not hurting anybody, including himself. He merely proves how

deeply engrossed he is in the play and gives the rest of the audience a little extra chuckle without delaying matters.

The real danger in encouraging any participation is, of course, that some of the audience, if encouraged too far, or even at all, may become boisterous and set up a steady stream of annoyance which will destroy the enjoyment of the rest of the audience. I once attended a performance where such was the case. The pretty princess of the play, after having given it some desperate thought, climbed down from her balcony and came directly down to the footlights with her hands raised for silence. Immediately there was silence. After commenting on the noise, but not mentioning the offenders personally in any way, she asked the audience to take a raised-hand vote as to whether the play should continue. Hands flew up and a mighty shout of "yes" carried the vote, of course. The princess thanked them, climbed to her balcony again, and the play continued before a politer and even more responsive audience.

Every Scene is Important!

Most plays have three acts and most individual scenes within the acts have three definite parts too. This is especially true of plays for children, where it is important that you definitely break down each scene and make sure beforehand that action and direction adhere to this pattern:

Opening—As the curtain opens, you must allow the children time to study details of scenery and get thoroughly acquainted with where they are supposed to be. Music and dancing will fill in this moment of orientation, or use some simple movement with as few characters as possible, preferably only one or two, on stage at curtain. Movement helps set the scene, through such actions as going through a door, watering the flowers, getting a drink from the well, looking out of a window. Then, after the scene is impressed upon the audience, and it is ready for the story to be picked up again, the movement (whether it be dance or mere moving about) can stop. An abrupt end is good, because it focuses the children's attention on the character, who in turn should then introduce, through line or movement, the fact that something is about to happen. This brings us to the next probable step.

Introduction of new characters—Before a new character arrives on the scene the children should be told that (1) something or someone is coming; (2) which side of the stage it is coming from; (3) what or who it seems to be, if possible, before it arrives. Otherwise, every new entrance is going to be accompanied by a whispered chorus, from child to child in the audience, that will drown out the first lines spoken after the entrance. In other words, if the playwright has not supplied this identification in his dialogue, and the foresighted director has not added it, the children certainly will!

When the character does arrive on the scene, he must not, in his first appearance on the stage, jump right into action. First he must, through word or action, let the children know who or what he is, where he has just come from, what he is doing here, and whether he is to be trusted, liked, distrusted and feared, or just laughed at as a pure comedy character. This may take a very few moments but don't make the mistake of not doing it! Once the character is fully identified and understood, the children are ready for the dialogue or resumption of action.

The foregoing, of course, sounds very pat and stiff, but the importance of properly introducing new characters cannot be too strongly emphasized. Such introductions move much faster on stage than they sound from our description.

Closing of the scene—Whether it be the final curtain of your play, the end of an act, or merely the exit of an important character, give the children something succinct and positive at each scene-closing. Make them laugh, inch forward to the edge of their seate at a villain's threat, cheer as a hero goes off to right a wrong somewhere or rescue the captive princess, or in some other way end your scene strongly. The only thing that will create more restlessness and disinterest with youngsters than a long string of actionless dialogue is a scene ending which is indefinite or seems unimportant.

Go To It . . . And Enjoy Yourself!

In pointing out what a specialized audience you are doing your play for, and in itemizing the many definite ways in which you must adapt good theatre practices to their particular tastes, I certainly don't want to leave you with the misconception that children are so extra special that they will laugh uproariously at something in which you yourself can't find some humor, nor will they fear a villain who doesn't terrify you a little bit too. Your own ability and instinct as a director, the spontaneous reactions of other cast members, and the appreciative giggles of visitors at rehearsals will tell you, just as in any production for any adult audience, whether something is good or bad. The degree and type of reaction varies, of course, between children and adults, but the essence is either good or bad.

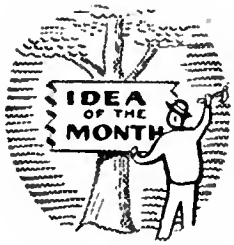
Don't be afraid to tackle the job because you think you may not understand it well enough. Wade right in. Enjoy doing it. Get the cast, too, to revel in this new, special kind of acting experience; but be sure that everybody connected with the show bears in mind, always, that audience out front they are doing it *for*—and not *to*—the children.

Rest assured that by the time the play is over your young audiences will have taught you nearly everything you didn't know about children's theatre—and you will have enjoyed every minute of it.

The Drama Committee of the National Advisory Committee on Recreation Programs and Activities wishes to call your special attention to this article, and to invite your comments. If you'd like an extra copy, a limited number are available on a "first come, first served" basis.

It also asks that you be on the lookout for another interesting article, this time on a workshop plan for creative dramatics, to appear in a forthcoming issue.

Through bringing such articles to your attention, the Drama Committee and RECREATION hope that your drama programs will grow in scope and effectiveness.



Teens Serve Teens

Jesse L. Mathews

In these days when teen-agers so often get "the back of the hand" in criticism and the words "irresponsible," "lazy," and so on, are bandied about, it is refreshing to be able to pass along the story of the Pard Vol-Teens in Anniston, Alabama. This group of teen-agers plans its own program—but is expanding into planning for all teen-agers in the community. It is a good lesson in adult guidance and teen leadership.

WE WERE FORTUNATE enough to have a secretary, Mrs. Roxie Hall, whose background is in the field of speech and drama. Someone mentioned the possibility of a radio show and Mrs. Hall immediately began to work with the teen-agers, to see if they were interested. With a small beginning and a few faithful boys and girls, she began her first radio show. One of the local radio stations contributed fifteen minutes a week.

Fortunately, a high-school boy was an announcer at this station and he joined the group. He and six other teen-agers formed the nucleus of the "Pard Players." Rehearsals were arranged when the members could get together and the show was underway, beginning with a series of Edgar Allan Poe mystery stories.

Each Tuesday night, the night of the broadcast by tape recordings, the group gathered at the director's house to listen to the program, start the new show, drink coffee and discuss activities. The Tuesday night meeting became so popular that the municipal golf course clubhouse was brought into service to take care of the ever increasing numbers of young people. Record players, records, and refreshments were furnished by the members. They asked the director to appoint a teen-age executive board which would in turn appoint new board members every four weeks. The members delegated to the board the powers of setting up governing rules, planning and executive activities.

Circumstances resulted in the loss of the radio time; so the group reorganized as the "Pard Vol-Teens" (Park and Recreation Department Volunteer Teens) with the stipulation that each member must perform various volunteer duties for the recreation department. This requirement replaced the previous one requiring each teen-ager to participate in a radio show when asked. Radio became a branch activity to be resumed in September.

Friday guest nights were soon started to meet the growing demand and Saturday night open-house plans were formulated. The adults in charge, known as advisors, are strictly volunteer and are parents and young married couples, with Lt. and Mrs. Richard Hall as head advisors. The supervision of the group does not come under the duties of Mrs. Hall, but she and her husband, who is stationed at nearby Ft. McClellan, are giving their time to this project because they enjoy it so much.

Each person attending the meetings donates to the "kitty" to provide an operating fund. The board of directors, or the group-at-large, set up all rules and regulations which deal with membership limitations, absences, residence, powers of directors, new members, refreshments and behavior. This has has proved a most effective governing and operating procedure, and the judgment of the teen directors has been superb beyond expectations.

Such momentum has gathered that Florida trips, a band, barbecues, fishing trips, square dancing, juke-box dances and group home activities are in the offing. This seems to indicate the beginning of a full-scale teen center.

Annistonians have forgotten how or when the Pard Players started. Maybe they didn't even know of their existence; but the "Vol-Teen" results are such that citizens are rapidly becoming quite aware of the existence of a group of teen-agers who absolutely will not cease in their attempts to have wholesome recreation.

Some of the volunteer duties which the group has worked on to date are publicity, office assistance, movie projector operation, ticket taking and registration for various activities. Prospective duties anticipated, other than the continuation of the above, are summer playground assistance, promotion of square dancing and areawide juke-box dances, parent volunteer work, and any other activity in which teen-agers can prove useful.

At the moment they are planning the organization of a parents' board, to be composed of six sets of parents, which will rotate every four weeks. At the end of this period, the existing board of parents will appoint five new couples with one set from the old board to act as chairmen of the incoming board. At each parents' board meeting, two teen-agers on the current teen executive board, but not having parents on the parents' board, will be present. The duties of the parents' board will be to support, give advice and supervise activities.

They hope eventually to sponsor so many activities that any teen-ager in Anniston will be able to participate in one or more phases of the program. The democratic feeling of these young people will help them to be instrumental in creating ever-growing citywide recreation for *all* teen-agers in the community, whatever their interests.

MR. JESSE L. MATHEWS *is superintendent of parks and recreation in Anniston.*

Halloween Treats

Costumed children in Grand Junction, Colorado, request "Tricks or treats for all the world's children" and hold out their containers for pennies.

AMERICAN CHILDREN will again share the results of their Halloween celebrations with less fortunate children in other lands as communities across the country pool their efforts to give an old custom a new, humanitarian twist. Early in the evening of October 31, in traditional American fashion, thousands of hobgoblins, in all manner of fantastic garb, will be calling out the familiar phrase, "Tricks or Treats?" and most of them will add, "for UNICEF."

It started back in 1950 when a church group pioneered the idea of collecting coins for the United Nations Children's Fund on Halloween—an idea that rapidly swept across the country. Last year hundreds of groups—in every state and the District of Columbia, in Canada, Hawaii and the Canal Zone—participated in the UNICEF program, and from all appearances, this year's program will be bigger and better than ever.

A Community-Wide Plan

To help individual groups and communities in planning their programs, the United Nations Committee for UNICEF has compiled an outline of suggestions for local organizations. Here are some of their suggestions for a community-wide program:

1. In the initial organization, present a plan to the town council or ministerial alliance. Form a committee with representation from as many local civic and religious groups as possible. Make sure the program conforms to local regulations. Approach public, parochial, and Sunday school principals for endorsement of the program. Get cooperation of newspapers, radio, and TV stations for publicity. Resolve the financing, which should be nominal—a small contribution from each group to cover the cost of kits* and other materials.

2. Emphasize the importance of a pre-Halloween educational program. Have a meeting of youth leaders and teachers to discuss UNICEF and the "trick or treat" program so that they, in turn, can work out effective educational programs for their youngsters. Stress the voluntary aspect of the program—no child should be made to feel that he *must* take part, nor should he participate without parental approval.

3. Plan the collection of funds carefully. Remember that this involves a public trust. Make plans to account for every coin collected—and publicize the results as soon as possible.

Precollection arrangements: Have collection centers wherever your after-collection parties are being held. Set a limit for the length of time the collection is to continue. The general trend is two or three hours. Announce the start of the collection by the ringing of church bells, fire sirens, and so on. Publicize this well so that people will know what is being signalled.

Obtain police cooperation. This can range from prowl cars bringing in the collections to central points to patroling the streets to protect and aid small children. Check with the banks to see how they want the money turned in. They may aid in the final counting.

Preparation of material: Ask milk companies to donate unused milk cartons. (If unused cartons are not obtainable, be sure used ones are clean. It's a chore to wash and dry thousands of pennies—as some groups discovered last year.) Write or stamp the name of the sponsoring committee on armbands and stickers for cartons. Label and seal cartons and cut slots in the tops. (A good project for young volunteers.) Number the cartons and get a copybook in which contributions can be recorded. Mimeograph handbills for identification.

Collection period: Have children assemble at preappointed time and place in traditional costumes. Make sure they all know about UNICEF and are prepared to tell why they want to share their Halloween with "all the world's children."

Give out armbands, collection cartons, and handbills. Record distribution of numbered cartons. Have older children accompany the smaller ones. Make sure no home will be deluged with UNICEF "spooks." Suggest that children

* "Trick or Treat" Kits contain complete suggested organization plans, party suggestions, UNICEF educational material, posters, armbands, stickers, and so on. Order from "Tricks or Treat," U. S. Committee for UNICEF, United Nations, New York, N. Y. $1.00.

Go Abroad

In far-off Palestine, a small Arab child smiles a "Thank You" for the milk she is getting as a result of the UNICEF collection on Halloween by American youngsters.

stay within their own areas. In sparsely settled areas, arrange for groups to go in cars with adult drivers.

Counting the coins: Arrange to have the coins counted while the party is going on, if possible. Competition on size of individual collections is not advisable; every child should receive praise for his effort.

Enthusiastic Reception

Reports and letters about last year's community UNICEF Halloween programs told of the cooperation given by municipal authorities, local business, newspapers and radio stations, church, school and youth organizations. They also told of the enthusiastic reception Mr. and Mrs. America and their offspring gave to the program of "tricks or treats for all the world's children" and the parties, parades and other activities that followed the collecting.

In Melrose, Massachusetts, a milk company donated 3,500 ice-cream cartons, a paper dealer gave orange paper cut to size for armbands and for stickers for the cartons, the local newspaper printed the armbands and stickers without charge, volunteers numbered the cartons and registered names and numbers as they passed them out to the children in the school rooms. "Tricks or treats" was an afternoon activity, followed by an evening program featuring a costume parade, movies and a magic show for youngsters, and an outdoor dance in a parking area for teen-agers. An editorial in a Melrose newspaper stated: "In expressing their approval of the project, community leaders stressed two values. First, it would provide a way for children to participate in the constructive work of the United Nations while broadening their horizons to the needs of their generation in other countries. And, secondly, it would provide a way to channel the energies of Halloween pranksters into constructive fun."

A novel idea for a float for the Westmont, New Jersey, annual Halloween parade was carried out by a church youth group. The float, decorated with straw and corn shocks, carried a live cow and the minister of the church who was dressed as a farmer. A group of the young people walked ahead of the float carrying a huge sign bearing the slogan, "Give—Help a Child Live," while other teen-agers made collections along the line of march.

The Ministerial Alliance in El Dorado Springs, Missouri, sponsored the program with financial aid from several organizations in town. In Clarksburg, West Virginia, seventeen churches, representing six denominations, participated in the city-wide affair. The simultaneous ringing of church bells all over the city announced the beginning of the two-hour collection, which was followed by a party for all. Students from a nearby college provided the party entertainment, local milk and biscuit companies furnished chocolate drinks and cookies for refreshments.

Madison, Wisconsin, after a successful first venture last year, started early on an even more concerted and intensified program for 1954. Said the treasurer of the Madison Council of Churches after last year's drive: "Turning the imps and goblins of Halloween night into little angels of good will, to aid in the relief of hungry children throughout the world, has been a satisfying experience for the adults and children who participated in this program."

In Glasgow, Montana, the campaign was sponsored by the Council of Church Women, and the children turned in their milk-container collection boxes at the annual Halloween party run by the Jaycees. The principal of one Glasgow school expressed the opinion that this was the most quiet, civilized Halloween he had known and the children were happy to be having a part in helping to feed "hungry children overseas."

Last year the program more than tripled the amount of money collected in 1952. The largest collection, representing a county-wide effort, was $4,423.37 from the towns and cities of Westchester County, New York. The largest single check was for $2,341.28 from the "United Women of Columbus and Franklin Counties and the Children of Columbus, Ohio." Right after Halloween letters and checks began pouring into the United Nations office. Children from nearby communities turned up with pockets, boxes, and paper bags full of pennies and coins.

Fort Collins, Colorado, in forwarding its contribution, summed up the feeling of the communities throughout the nation when it stated that, "Our children enjoyed doing it and are happy to know that it is going to such a worthy cause."

Two ancient games have as much appeal for our youngsters today as they have had for centuries among people around the world.

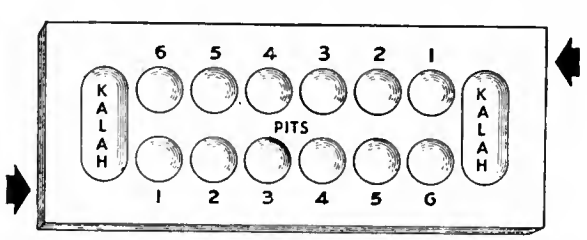
OLD GAMES ARE NEW

KALAH

Kalah, a game currently gaining in popularity in recreation centers from coast to coast, is based on an ancient game, probably of Egyptian origin, still widely played in many countries throughout the world. Tribesmen in the heart of Africa and New Guinea, potentates and beggars in Asia have been included among the devotees of this intriguing "thinking game." The numerous playing boards preserved in museums are similar only in that they all contain two rows of "pits," for they vary from crudely carved pieces of wood to elaborate ivory and jewel inlaid masterpieces, many of them in the shape of boats. Playing pieces, too, run the gamut from stones, seeds and shells to the most precious gems and metals. The game, which has many different titles and rule variations, is basically a counting game played by distributing playing pieces into the pits.

A board, with twelve small pits and two large ones and playing pieces or counters, eighteen or more for each player, is used. The number of counters needed depends upon the playing time available and the age of the players. For a short game, or for young players, three counters are placed in each pit. Older players use four, five or six counters—with six making the most interesting and time-consuming game.

Although it may be played by as many as six persons,



the rules given here are for two players. The board is placed crosswise between the players, and each one controls the row of round pits on his side and the oval-shaped kalah pit to his right. Each player tries to get as many counters as he can into his own kalah. First move is decided by lot or agreement for the first game and then alternates between players for succeeding games.

Players each put an equal number of counters into their own pits. The starting player then takes all the counters from any one of his own pits and distributes them to the right, dropping one into each pit (including his own kalah and his opponent's pits) as far as they will go. The only place skipped is his opponent's kalah. Counters once placed in a kalah remain there until the end of the game.

Players and onlookers alike concentrate closely on a move during a close game of Kalah. This ancient game is growing in popularity among youngsters in play centers and clubs.

If the last counter lands in the player's own kalah he gets another turn. By planning to have the right number of counters in two or more pits, it is possible for a player to have several turns in succession.

If the last counter lands in an empty pit on his own side, the player captures all the counters in his opponent's pit directly opposite. These, together with the counter making the capture, are placed in his kalah. A capture ends his turn, as does a play ending anywhere except in his own kalah.

The game ends when all the pits on one side are empty. Counters remaining in pits on the opposite side go into the kalah and count for the player on that side. The winner is the player who has captured the most counters. The score is figured by the winner replacing the original number of counters in each of his pits. The number of counters left in his kalah after this has been done becomes his score. For example, if each player has eighteen counters to start with (three in each pit) and one player has four counters left in his kalah after replacing three in each of his pits, that player wins by a score of four to nothing. A series of games ends when one player reaches a score of forty.

Further information about Kalah rules and equipment may be obtained from the Mystic Game Company, Mystic, Connecticut.

GO

Go, one of the oldest games known to man, originated in the Orient and has been played, with few changes, by children and adults for centuries. In Japan and China today players are ranked according to ability and master players painstakingly train their protegès for the rigid competitions.

The following description of a simplified version of the game, using easily constructed equipment, was written and illustrated by Patricia Strauss while she was an art student at Skidmore College in Saratoga Springs, New York.

The equipment for the game consists of a playing board and markers. For a quickly-made set, the bottom of a cardboard box or piece of corrugated cardboard can be used for the board and thumbtacks for markers. If a cardboard box is used, it should be a sturdy one; if corrugated cardboard is the choice, it should be at least a quarter-inch thick. The playing surface should be eight by twelve inches, covered with plain white paper. With pencil and ruler mark off a one-inch border around the edge of the paper; and, along those lines, mark dots every half-inch. Go over the border lines with ink and then rule horizontal and vertical lines, using the dots as guide, to make half-inch squares *(Figure 1)*.

For each player, fifty thumbtacks with colored heads (a different color for each player) and two small ashtrays or boxes, to hold the tacks to be played and those which are captured, are needed.

Since the game is best played by two, although as many as four may play, reference to "White" and "Black" in the following directions denotes two opponents.

The game begins with one player placing a tack at any intersection on the board, and turns then alternate, with each player placing one tack at a time. Tacks must always be placed at the intersecting lines. Each player tries to surround, and thus capture, his opponent's men with his own. In *Figure 2*, White has surrounded and captured Black. White removes all the surrounded Black tacks and keeps them to be scored later. The captured player cannot have any "breathing spaces." In *Figure 3*, Black cannot take any of White's men because White still has a few breathing spaces. A player may put his tack anywhere he desires except in the situation such as shown in *Figure* 4 where a White tack has been captured; in this case, White may not move into that same vacant space on his next turn but must wait a turn. If White did move in he could take a Black tack and in the next turn Black could take White, and so on.

The border is neutral until it is touched by a tack, which becomes a dominating power. In *Figure 5*, White, who surrounds Black, has control of the border even though Black's markers are actually on the border. There are no avenues of escape by the lines for Black—his markers are captured.

The games goes on, each player taking his turn alternately unless one refuses his play, which he may do as often as he wishes. It ends when both players decide to stop if the action on the board becomes deadlocked, Sometimes it is advantageous to stop quite early in the game because, in scoring, a player's controlled areas are counted. Controlled areas are those with vacant holes surrounded completely by the tacks of one player. If the games goes on too long these areas may be lost.

Columbus Day—October 12

He gained a world; he gave that world
Its grandest lesson: "On! sail on!"
—*Joaquin Miller*

To score, each player adds the number of his opponent's captured tacks to the number of holes controlled by his own tacks on the board. For example, suppose White has ten of Black's tacks and Black has fifteen of White's tacks and, in the score for the board, White has thirty controlled holes and Black has thirty-eight. White's total is forty and Black's is fifty-three.

If the whole board is used a game will probably last more than one hour. For shorter games only a small portion of the board should be played. In any case, if the game is not finished, Go may be set aside and resumed later from that point. Using the cardboard playing area with thumbtacks for markers makes this an ideal game for traveling.

Although Go has few rules, it offers a continuing challenge to children as well as to adults. The game involves forethought, strategy and a certain amount of imagination. The degree to which these qualities are possessed by the players determines the intensity of the competition.

For detailed rules, playing tactics and strategy of other versions of this game, read Edward Lasker's *Go and Go-Moku*, published by Alfred A. Knopf, 1934.

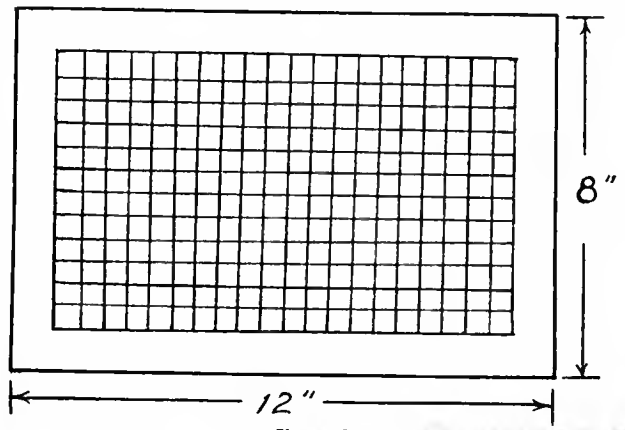


Figure 1

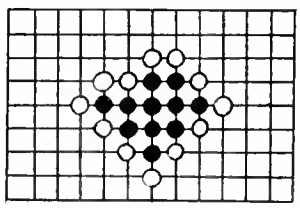


Figure 2

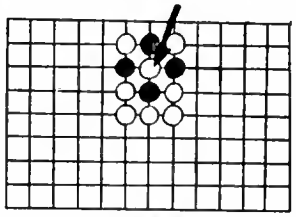


Figure 4

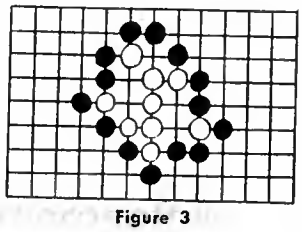


Figure 3

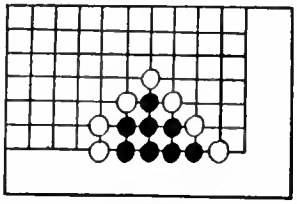


Figure 5

Carnival Games

in the Halloween Program

Ralph Borrelli

The recreation and park department in Los Angeles, after twenty-seven years of community Halloween celebrations, last year provided an evening of activity for approximately 250,000 merrymakers of all ages.

In the earliest celebrations only a few playgrounds planned Halloween programs; and these consisted of bonfires, costume parades, and a few simple games and stunts. Today, civic and service organizations cooperate with all the centers in staging celebrations in which the entire family takes part. Activities begin with the traditional bonfires, followed by costume parades, platform stunts, carnival games, side shows, vaudeville shows, dancing and many other events.

Over the years perhaps the most attractive features of the celebrations have been the popular carnival games of skill.

Making use of old tires, bottles, plates, barrels, wheels, fish bowls, hat racks, animal cutouts, dime store gadgets, and the play equipment at their facilities, directors have developed ingenious targets at which contestants toss, throw or shoot bean bags, balls, water pistols, darts, fish lines, rubber jar rings, broken bats, and even old hats.

The department's annual bulletin, *Halloween Community Program Suggestions*, shows more than seventeen games to construct from the materials mentioned above. It also describes more than twenty-seven target games which are supplied to directors by the department. In all, more than eight hundred of these games are available—all made to fit the standard carnival game booths which are also supplied by the department. Each year, as the games are depleted by breakage and usage, they are replaced with newer ones that have been suggested and developed by the Recreation Equipment Improvement Committee. This committee, formed for the purpose of studying and developing new ideas in recreation equipment and facilities, is composed of employees of the department. They consider the merits of every new game submitted and select the best.

The games are designed to attract the interest of various age levels. The age classifications to be used depend largely upon the neighborhood and the adaptability of playground facilities. We have found that some games should be arranged to attract father and son and mother and daughter groups.

Some of the games supplied by the department are:

Bean-O, shown at the bottom of the page, a large, clown-face target with openings through which contestants try to toss bean bags or softballs.

A "shooting" game consisting of a wooden pumpkin-man target having lighted candles in the eye openings. Contestants try to put out the candles with water pistols.

A target with a witch on a broom. Contestants throw darts at a real apple in the witch's mouth.

"The Goofs," a bean-bag tossing game for small fry, designed by Ray Stalmack, recreation director at Wilmington Playground, intrigues the young contestants.

A wooden barrel decorated with pumpkin and owl designs. Contestants try to throw footballs into the barrel which is fastened in a tilted position to a heavy wooden base.

Examples of games developed by recreation directors:

A hat toss game using an old-fashioned hat rack and assorted old hats which contestants try to "hang" on the rack from a distance.

A small clown's-head target with mouth cut out. Contestants attempt to get wooden matches into the clown's mouth by blowing them through soda straws.

A cat's head, made of Celotex, on a wooden pendulum. Contestants throw darts at the swinging head.

Small celluloid fish and ducks, each with a number painted on the bottom, are floated in a washtub filled with water. Tiny tots try to catch them with a long-handled sieve or net. The numbers indicate the prizes they receive.

Charges of a penny or two are sometimes made for the various games to help defray the cost of prizes. However, where possible, games should be free to children of ten years and under.

Contestants scoring bullseyes on the various targets are awarded tickets which are exchanged for prizes at a special booth. Rubber balloons, finger traps, paper blowouts, squawkers, shimmering skeletons, feathered hats, assorted noisemakers,* horns, masks, jewelry, candy kisses and suckers, candy bars, and many other novelty store items make good, inexpensive prizes.

Carnival games of skill have certainly been a big factor in changing the pattern of behavior of our youth on Halloween; and the imaginative ability of recreation directors in creating new and attractive activities has resulted in safe, sane and enjoyable community celebrations for the people of Los Angeles.

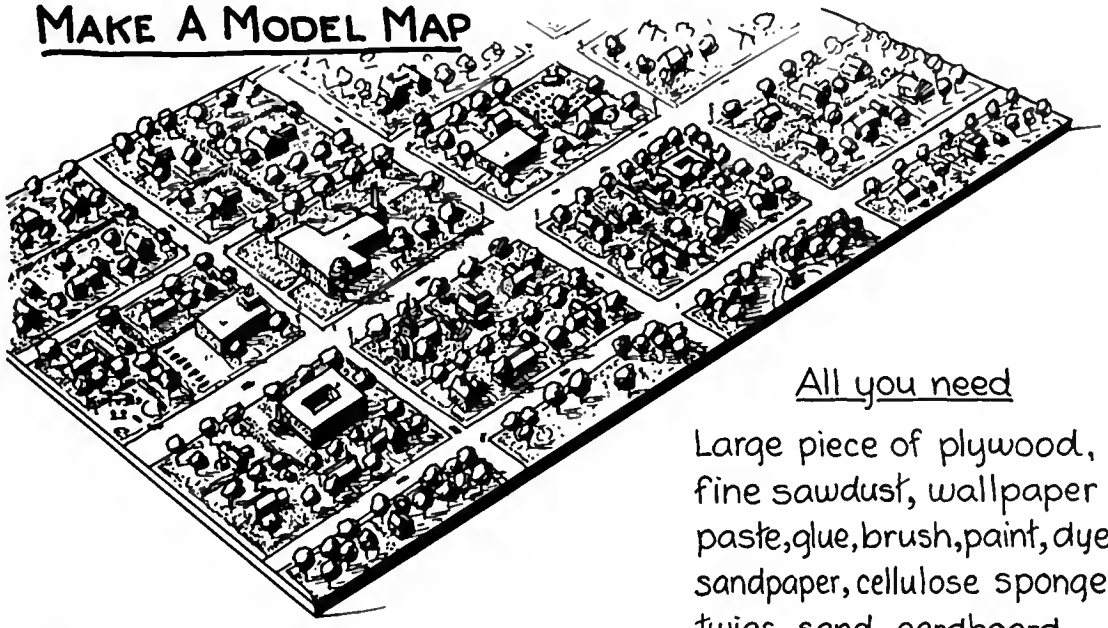
*See "Masks and Noisemakers," RECREATION, October 1953.—Ed.

RALPH BORRELLI *is the director of special events for the Los Angeles Recreation and Park Department.*

Painter puts final touches on "Bean-O," a game supplied by recreation department for the annual Halloween program.

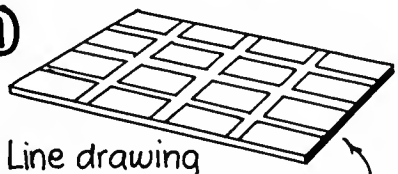
How To Do It! by Frank A. Staples

Make A Model Map

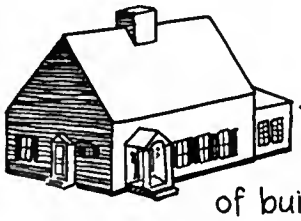


All you need

Large piece of plywood, fine sawdust, wallpaper paste, glue, brush, paint, dye, sandpaper, cellulose sponge, twigs, sand, cardboard.

① 

Line drawing of area on plywood

② 

Make models of buildings in area *(use sawdust mixture).*

How To Make Sawdust Mixture

An ideal modeling material to use in the class room, home, or craft group.

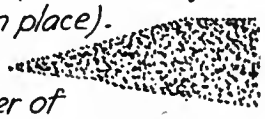
1. Mix wallpaper paste to consistency of thick cream.
2. Add fine sawdust to paste until mixture is consistency of heavy dough.

③

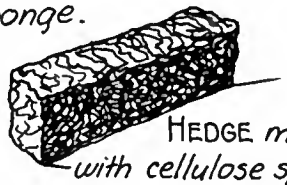
How to make ~ tree, grass, hedge, etc.

GRASS *made with sawdust dyed green. (thin film of glue on plywood holds it in place).*

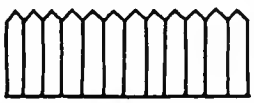
TREE *made with twig and sponge.*



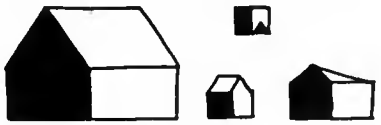
Thin layer of glue covered with sand makes bare ground.



HEDGE *made with cellulose sponge.*



Cardboard can be used to make fence, etc.



Glue buildings, hedges, fences, etc. to plywood base - Drill hole in base to hold trees, posts, etc.

M. Jerry Weiss

SPARKING UP THAT WORKSHOP PROGRAM

MRS. JONES opened the letter and let out a sigh which signified, "Oh, not that again!" It was the annual announcement of a workshop program which all staff members were expected to attend. It stated that Mrs. X would be the resource person to "aid us in becoming more effective in our programming and evaluating." Mrs. Jones had attended several of these so-called workshops and the programs to her were the same everyday theories rehashed by a different person. A "Question Period" would follow, and after the applause died down, refreshments would be served.

Many people feel this way when it comes to workshop programs. However, there is nothing more remote from reality than this narrow concept. A vital program has four major steps:

The first step is the planning stage. The person arranging for the workshop should take a survey and find out from those who are to attend what they feel should be the agenda for the program. For example, let us look at the workshop survey conducted by Mrs. L, a teacher who was in charge of a meeting of county first- and second-grade teachers. She sent a letter to all members who were to attend and asked them to assist her in mapping out the program. What would they like to have as the theme or focal point for the program? What were their chief problems? About three-fourths of the group answered and Mrs. L tabulated the results. From these she was able to develop three major divisions in which the interested teachers could share. She selected leaders in each field from the vicinity and asked them to serve as *resource people*, not as authorities, on these problem areas.

You can imagine the interest shown by the teachers attending. From the start they were participating in the program. Their interests and needs had been polled. The chairman knew that for the maximum benefit to all attending she had to capitalize on these interests and needs.

The second step is the selection of the resource persons. What is the real function of a resource person? Is he an expert invited to come and speak on a topic and then try to answer many of the questions raised by his audience? Or is he one who tries to clarify some of the issues and by using good group procedures, elicits from his audience suggestions and ideas regarding the questions and problems raised by other members of the audience?

In reality, the workshop program should use to good advantage all the attending members. Everyone should participate. The real resource person is one who draws on the experiences and abilities of his audience to share in the solution of problems and in the development of ideas. The workshop is not the place for a lecture but for creative opportunity in cooperative planning and discussion. Every participant in a workshop program should contribute—thus putting the "work" into workshop.

Let us look at a college course in recreation skills taught by Professor K. The teacher knows the chief objective of most students in his course is to develop sound recreation and social programs for specific organizations. What better idea could there be than to have them design specific programs for their organizations and then try them out? For instance, Mary is interested in developing a program for a teen-age canteen. She would like to learn some new games for teen-agers that could be performed within the facilities available. She has looked up some games and now she wants to test them. The other members in the class become her "guinea pigs." They assume the roles of teen-

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DR. M. JERRY WEISS *is on the staff of the Guidance Division of the New York City Board of Education, and is author of* Guidance Through Drama, *published by Wm. Morrow & Co., New York. $3.95.*

agers and Mary tries out her games and ideas on this group.

Afterwards Professor K holds an evaluation period for Mary's benefit. The members of the class discuss her program, evaluating her techniques and ideas, and offer constructive criticism. In this way Mary gains the benefit of the help of many instead of one so-called "expert." Professor K also expresses his ideas, but he realizes that the group can often contribute much more than he can. Isn't he an excellent *resource person?* He's really using all of his resources, his entire class, to help meet the problem at hand.

Of course, someone raises the inevitable question, "But suppose there are too many people at the workshop? What then?" The answer is quite simple: divide them into small, workable groups. Try to put people of similar interests and problems together. Eight is a good number for a workable group. By so dividing, more people are encouraged to participate fully and, by so participating, can gain much more from the workshop experience.

The third step has already been mentioned, to keep in mind that all who attend the workshop should be encouraged to participate fully. This means that appropriate facilities should be arranged for beforehand in accordance with the number attending and their needs. The chairman should notify the participants in advance as to the place and time of their respective meetings. The chairman should have set up sufficient meeting places. Each group leader, or resource person, should be notified ahead of time as to who is participating in his group, the background and experience and interest of each member of that group. This enables him to plan his approach wisely and to prepare an interesting agenda that will meet the needs of those in his group. The leader could also make name tags for his members and save time otherwise spent in getting-to-know-you chit-chat. This does not mean that there should be a formal atmosphere about the entire program. But if it is to be a work session, schedule it as such. The social hour can come at an appropriate time for all.

The fourth and final step is the evaluation period. Each group can hold its own evaluation and a summary of this evaluation can be passed on to the overall chairman to profit by. It is from such evaluations that the following year's program can be developed.

In the evaluation there should be a report by the individual participants as to what they got out of the experience. What was lacking? What could have been improved upon? What was the most successful item at the workshop? How were the resource people? How were the individual group members with their ideas and shared experiences? Was there real cooperation? Was it valuable learning experience?

There is very little doubt that the workshop experience can be one of the most enjoyable learning experiences for all participants: but its success depends entirely upon how well it is planned. It is important to see that the plans are executed fully to the maximum benefit of all. It takes a good chairman to do all this—but even the workshop chairman must work.

In using the workshop technique in an English class, one of the students had this to say about the experience: "You know, I never knew that so many people could have so many different ideas about some things. In fact, I can honestly say that for the first time I have really learned something." Well, that teacher found out that many more students expressed the same surprise and delight in the experience. The students wanted more projects in which they could share ideas and plans and actions in working out common problems. The teacher set up a full semester's program in workshop fashion and felt that the students probably learned more and enjoyed it more than if he had lectured every day.

Once the idea of *full participation* becomes the keynote of the workshop program, the more meaningful the program will be. No matter what the theme of the workshop, it must meet the interests of those expected to participate. Use these participants as the real resource people—all planning, working and sharing ideas together. Let the leader be one skilled in group proeedures, knowing how to draw all of the members into activity, an activity which will spark up the workshop program, making *all* work instead of just *one* lecturer. Then maybe you'll hear this:

"You know, Myrtle, I really got something out of this. There were several there who had been faced with the same problems that I was and they had some splendid ideas. I even had a chance to try out some of these ideas with the group and, you know, they worked. I can hardly wait to try them in my program. Boy, what a difference there was in this year's workshop and the one they had last year. I hope they keep it up every year. Who knows, maybe I'll learn something next year, too!"

UNICEF GREETING CARDS

"Fun for the World's Children," a series of gay and colorful greeting cards depicting the amusements of boys and girls in five different countries, will be sold this year for the benefit of underprivileged children throughout the world by the United Nations Children's Fund (UNICEF).

The designs by Swiss-born Roger Duvoisin, American illustrator of children's books, reflect the spirit of the holiday season in their simple, appealing portrayal of children of widely varying cultures joined in a common bond of youthful excitement and joy. In the design shown here a blindfolded Mexican boy tries to strike down a candy-filled figure that hangs from a tree in the popular Christmas game, La Pinata.

The cards cost one dollar for a box of ten—two of each design—either with greetings imprinted in festive red and green in the five official United Nations languages or blank for use as notecards or holiday gifts. They may be obtained by sending a check or money order to the UNICEF Greeting Card Fund, United Nations, New York.

ATHLETICS *Problems and Policies*

THE WIDESPREAD popularity of athletics is indicated by the generous publicity accorded games and sports in the American press. The value of participation in athletic activities and the enjoyment large numbers of people gain in watching athletic events cannot be questioned. No phase of the community recreation program is more popular. This very fact may account for the tendency of questionable practices to creep into the administration of sports and for more serious problems to arise in relation to athletic policies than is true of other aspects of the recreation program.

The NEA Educational Policies Commission has made a valuable contribution to the literature relating to athletics in the publication of its recent report entitled *School Athletics —Problems and Policies.** Individuals and agencies concerned with community athletic programs will find this report exceedingly useful even though its major emphasis is upon school-centered athletics. The following excerpts from the publication make it clear that the volume merits careful study by all individuals concerned with the organization and conduct of community sports programs.

Values and Goals

Participation in sound athletic programs, we believe, contributes to health and happiness, physical skill and emotional maturity, social competence and moral values.

We believe that cooperation and competition are both important components of American life. Athletic participation can help teach the values of cooperation as well as the spirit of competition.

Playing hard and playing to win can help to build character. So also do learning to "take it" in the rough and tumble of vigorous play, experiencing defeat without whimpering and victory without gloating, and disciplining oneself to comply with rules of games and of good sportsmanship.

Athletics may also exemplify the value of the democratic process and of fair play. Through team play the student athlete often learns how to work with others for the achievement of group goals. Athletic competition can be a wholesome equalizer. Individuals on the playing field are judged for what they are and for what they can do, not on the basis of the social ethnic, or economic group to which their families belong.

Leaders who value educational outcomes above victories will see to it that players have opportunity to plan, to make mistakes and profit from them, to grow in self-reliance.

One can learn from athletics not only about other people but also how to get along with them. One learns to take turns, to respect the rights of others, and to judge others for what they can do. The playing field should become a living laboratory of democracy in action, where all players are treated without favor or prejudice.

Both competition and cooperation are prized in our American culture. Both values are fostered by well-conducted athletic games for children and youth. Athletics are competitive by definition and they are cooperative by necessity. In team games, athletic competition teaches the individual how to work with others for group goals.

More youth today should have experience in playing games in which fellow players and leaders encourage a spirit of fairness, observance of the rules, sporting attitudes toward teammates and opponents and ability to "take it" in defeat or disappointment.

Principles

All children and youth should have opportunities to develop skill in a variety of athletic activities. Young children need chances to play games that involve few rules and small numbers of players. For children in the upper elementary grades there should be limited experiences in team games suited to their needs, interests and stage of development. As they progress through school, boys and girls become interested in the more highly organized individual, dual and team sports.

There should be dual sports and team sports, easy sports and hard ones, indoor and outdoor, common games and unusual ones, some for boys alone, some for girls alone and some for boys and girls together. There should be activities suitable for children with physical handicaps, some for small and delicate children, some to test the mettle of the larger and stronger ones.

During his twelve years from first grade to high school graduation the child changes continuously in needs, interests, and capacities for athletic experience. Pressure to involve younger children, below grade ten, in highly or-

*Available from the Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington 6, D. C. $1.00. Digested here.

ganized competition of a varsity type must be resisted.

Good programs of athletics—like all other kinds of good education—are not to be had at the bargain counter. Such programs can function at full effectiveness only when the school plant contains ample indoor and outdoor space, safe equipment in good condition, sufficient in supply for a variety of sports that all pupils can play, and a professional staff that is large enough to give leadership to a broad program of activities.

Athletic games, in all cases, should be played with emphasis on fun, physical development, skill and strategy, social experience, and good sportsmanship. High-pressure competition, with overemphasis on the importance of winning, should not be sanctioned in any part of the school program. When such competition is promoted for children and youth outside the school's jurisdiction, school personnel should not only refuse to give it their sanction but should also exert leadership in the community to bring about better understanding of what constitutes desirable athletic experience for young people.

Elementary School Age Children

Athletics—that is, organized competitive physical sports—have less to contribute to growth and health in the early school years than is the case later on. For children in grades one through six, developmental needs will be met most adequately if physical activities are largely informal and noncompetitive. Athletic competition should be introduced gradually, with simple relays, tag games, and team games involving simple rules and relatively few players.

Providing suitable games for children of elementary school age requires understanding of their needs and interests and the limitations of their varying degrees of immaturity. It is not achieved by cutting adult sports down to size by simply reducing playing time or playing areas. And it is not achieved by having children stage miniature productions of "big time" sports for the amusement of adult spectators.

Children of elementary-school age require games that are suited to their needs, interests and their varying limitations.

Above all, children should learn to play for the fun of playing. If sports activities are so organized that great stress is placed on "making the team," the few who succeed may gain personal satisfactions, but others may develop aversions to athletic participation. If adults place great emphasis on winning, children will do the same, with the result that victory becomes so grim an objective that defeat may bring emotional upset.

Children of elementary school age should not engage in boxing, ice hockey, tackle football, or other sports involving serious risk of injury from body contact. Although ice hockey and tackle football are permissible for boys in senior high school, boxing has no legitimate place in educational programs. Injuries received from boxing are apt to be disfiguring, and damage to brain tissue from repeated blows may be cumulative and serious.

The promotional efforts of some adult organizations and business firms to involve boys from eight to twelve years of age in highly organized competition constitute a serious problem. Practices resulting from such efforts are fairly widespread and appear to be on the increase. Coping with this problem is particularly difficult for school personnel because it lies largely beyond the normal jurisdiction of the schools. Many such promotional activities are motivated by the desire to provide adult entertainment, to secure prestige or advertising for commercial enterprises or to gain income from gate receipts. Mixed with such incentives are the good intentions of over-enthusiastic adults who believe that such activities for children are good for the community and beneficial to the participants.

Junior High School Age Pupils

Junior high school pupils are eager to participate in all sorts of activities, but they are not yet physically ready for sports that call for much endurance and strength or for vigorous body contact. Skeletal structure during the early adolescent period undergoes rapid growth with a corresponding increase in weight. Muscles, however, are not developed fully enough for the youngster to handle his body with facility. Maturation of the heart and lungs has not kept pace with growth in height and weight.

Tests of endurance at this stage of development may overtax body organs. Vigorous activities are harmful if they cause unhealthy fatigue. Levels of maturation among junior high school children vary greatly—even among those of similar age and size. Since bone growth is not yet complete, body-contact sports can be dangerous.

Boxing, ice hockey, and tackle football are not recommended for the athletic program of junior high schools. Boxing should certainly be prohibited. Concerning tackle football for junior high school boys, however, there are differences of opinion. Thus, the most practical, as well as safest, policy is to limit junior high school boys to touch

football or flag football, postponing tackle football until senior high school.

It is often said that boys want to play only football, basketball, and baseball. This may be because they have never had suitable opportunities to learn other sports. Most boys or girls of junior high school age develop interests in many activities when they have chances to learn them.

The junior high school boy needs opportunities for wide participation in athletic activities of his own choosing and his own pace. He needs protection from overstimulation. This is especially true of the boy who shows early promise as an athlete. He needs careful guidance and may need to be deliberately restricted as far as intense competition is concerned, so that he may do himself justice as an athlete when he reaches fuller maturity.

Most junior high school girls are growing rapidly. They tend to mature earlier than boys. At this age, distinctly feminine interests are becoming manifest. Although girls want to run, jump, do acrobatics, dance, and participate in team and individual sports, they tire easily and should not be stimulated to engage in prolonged strenuous activity. Leaders with understanding and patience can help each girl select activities that will give her satisfaction, help her maintain fitness and gain poise.

Senior High School Students

With the increase in community recreation facilities the school has a responsibility for giving all students opportunities to develop sufficient skill and interest in a variety of activities to make playing enjoyable. Youth—in and out of school, as well as adults, can find opportunities to maintain fitness, enjoy recreation games together and extend friendship. Playing in a friendly atmosphere of unpressured competition in which they choose their own partners satisfies many. In the glamour of the spectacular highly organized competitive sports, the social values of the less dramatic but more functional or less pressured competitive activities are often forgotten.

There is little satisfaction in learning the skills and techniques of a game unless there is opportunity to use those skills in meaningful competition. In the atmosphere of contest some vital lessons of the game acquire their greatest educational values. Every competitor should have an opportunity to compete when there are approximately equal chances to win or lose and when some significance is attached to the outcome.

All program planning for physical activities must consider the wide disparity of physiological differences among high school students of the same chronological ages. Thus, competition should be organized among adolescents of comparable height, weight, and skill.

Emphasis should be placed upon sports that not only are of interest during school years, but may also be played in adulthood: volleyball, badminton, bowling, archery, table tennis, handball, squash, paddleball, tennis, golf, horseshoes, shufflehoard, softball, skating and water activities, for example.

Each sex needs some sports in separate groups. Each sex also needs frequent periods when appropriate sports can be enjoyed together. Each sex must learn all through school years to respect and understand the capability and interests of the other. Among athletic activities, several sports are liked by boys and girls almost equally well and they constitute a fine medium for friendly participation. Appropriate activities are: golf tournaments and events such as the mixed two-ball foursome, flag tourney, driving, putting, and clock golf, or mixed bowling teams and leagues, archery, tennis, volleyball, swimming, dancing, shuffleboard, table tennis, hiking and many more.

Girls run, jump, throw, catch, kick, dodge and hit as naturally as boys do. They may not be able to run as fast or throw as far. They may not be able to hit as hard or endure as long. But within the limits of their own capacities they can derive the same educational outcomes from sports that boys do.

The basic question is: In what ways and under what conditions shall girls participate in athletics in order to insure maximum benefits? The problem is not how to adapt the girls to a sports program dominated by men and boys, but how to adapt the sports program itself to the needs, interests and abilities of girls and women who are—and want to remain—feminine beings in modern society.

The potential educational outcomes can be realized when suitable and ample facilities are available regularly. The practice of giving boys priority on athletic play areas and gymnasiums and assigning the girls to the left-overs or the facilities in the "off-season" is indefensible.

The employment of well-trained coaches with high ideals is one of the surest ways to prevent the development of bad practices in athletics. A coach brings to his boys expert knowledge of the skills of the sport he teaches. He usually is a skillful performer. His attitudes and actions, at or away from the athletic contests, receive much notice.

These are some principles that good coaches observe:

1. They recognize that coaching is teaching.
2. They make their work an integral part of the school program, giving special attention to its educational contribution.
3. They insist on the enforcement of all rules of athletic eligility and seek no favors for athletes.
4. They are fair and unprejudiced in relationships with students.
5. They pay careful attention to the physical condition of players at all times.
6. They see to it that only competent game officials are selected and support their decisions.
7. They teach students to use only legitimate and ethical means in trying to win.
8. They counteract rumors of questionable practices by opponents.
9. They seek to prevent gambling, obscene language and other offenses against honesty and decency.
10. They set good examples for boys to follow.
11. They help student athletes to understand that they are neither more nor less important than their fellow students.

A coach must realize that his prominence comes as a part of the job rather than as a personal tribute, and he must govern his conduct accordingly. At an athletic contest the coach on the sidelines can have more influence on players and spectators than any other person present. This is responsibility the right coach will not try to escape.

In the appendix to the volume is a check list on school athletics consisting of one hundred questions relating to phases of the athletic program. The appendix also contains a section quoting standards and recommendations adopted by various groups concerned with athletics in the schools.

PROMOTION OF A MILL LEVY

George Schaumberg

BISMARCK again takes the lead among North Dakota towns in providing means for the development of recreation facilities. On April 6, 1954, the people of Bismarck voted on a special issue which would allow the Board of Park Commissioners, which also serves as the Board of Recreation, to levy up to five mills per year for the construction and maintenance of recreation facilities. The proposal passed by a majority of about sixty-eight per cent, although only a fifty per cent vote was required.

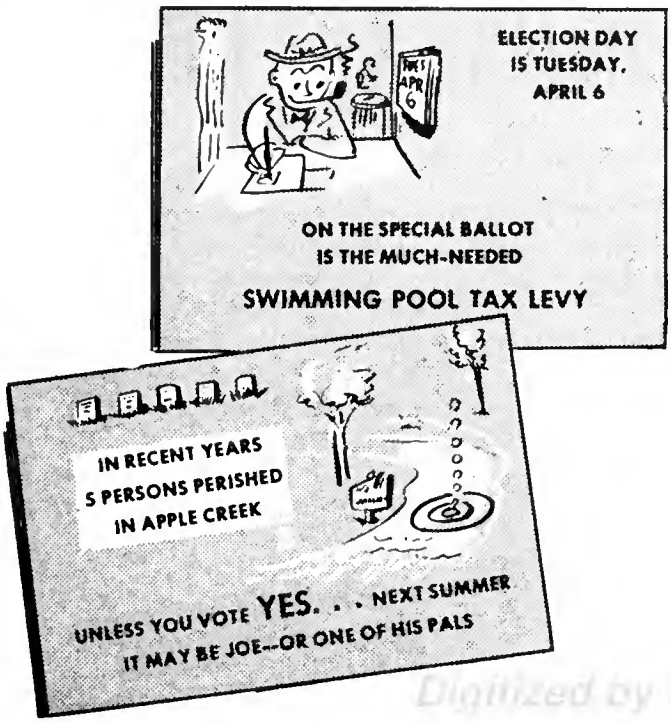
This city of about 22,000 already has a four-mill levy for park purposes and a two-and-one-half-mill tax for recreation purposes. With its new funds the expansion of the city's recreation areas and facilities is assured.

The first project to be undertaken with the funds from the new levy is a swimming pool and interest in the construction of a new pool was an important factor in the favorable referendum. As a means of arousing interest in the need of additional recreation facilities, including a new pool, the superintendent of parks and recreation mailed letters to seventy-five local clubs and organizations, inviting them to send a representative to a meeting to discuss the problem. Members of virtually all of the organizations appeared and, after the needs were pointed out, the group decided unanimously that a new pool should be constructed.

The group was organized under the name of "The New Swimming Pool Steering Committee." Officers were elected and committees were appointed to consider such items as location, publicity, finance and membership. Members were encouraged to inform their respective organizations about developments and everyone in town began talking about the proposed new pool.

Minute details for the referendum campaign were developed during the fall and winter, but there was little publicity other than a short news story telling about the meetings of the group. A month before the election an intensive campaign got under way. The president of the steering committee arranged talks with the various local organizations; in fact, whenever he heard of a group meeting he arranged for someone to talk on the proposed pool. No information was withheld from the public and the facts, including the costs to the taxpayers, were presented openly. A mimeographed statement presenting the need for a new pool and describing how the new levy would affect the tax rate was issued and distributed at all the meetings. A brochure, from which the accompanying illustrations are taken, was distributed to all grade-school youngsters in the first six grades. Unknown to the department of recreation, the members of the junior high school assembled a makeshift band, banners, a truck and bicycles and paraded throughout the city asking the people to vote for the new pool.

The residents of Bismarck are looking forward to the construction of their new pool which will relieve the heavy load upon the other municipal pool which was built in 1920.


ELECTION DAY IS TUESDAY, APRIL 6
ON THE SPECIAL BALLOT IS THE MUCH-NEEDED
SWIMMING POOL TAX LEVY
IN RECENT YEARS 5 PERSONS PERISHED IN APPLE CREEK
UNLESS YOU VOTE YES. . . NEXT SUMMER IT MAY BE JOE--OR ONE OF HIS PALS

GEORGE SCHAUMBERG *is superintendent of parks and recreation in Bismarck.*

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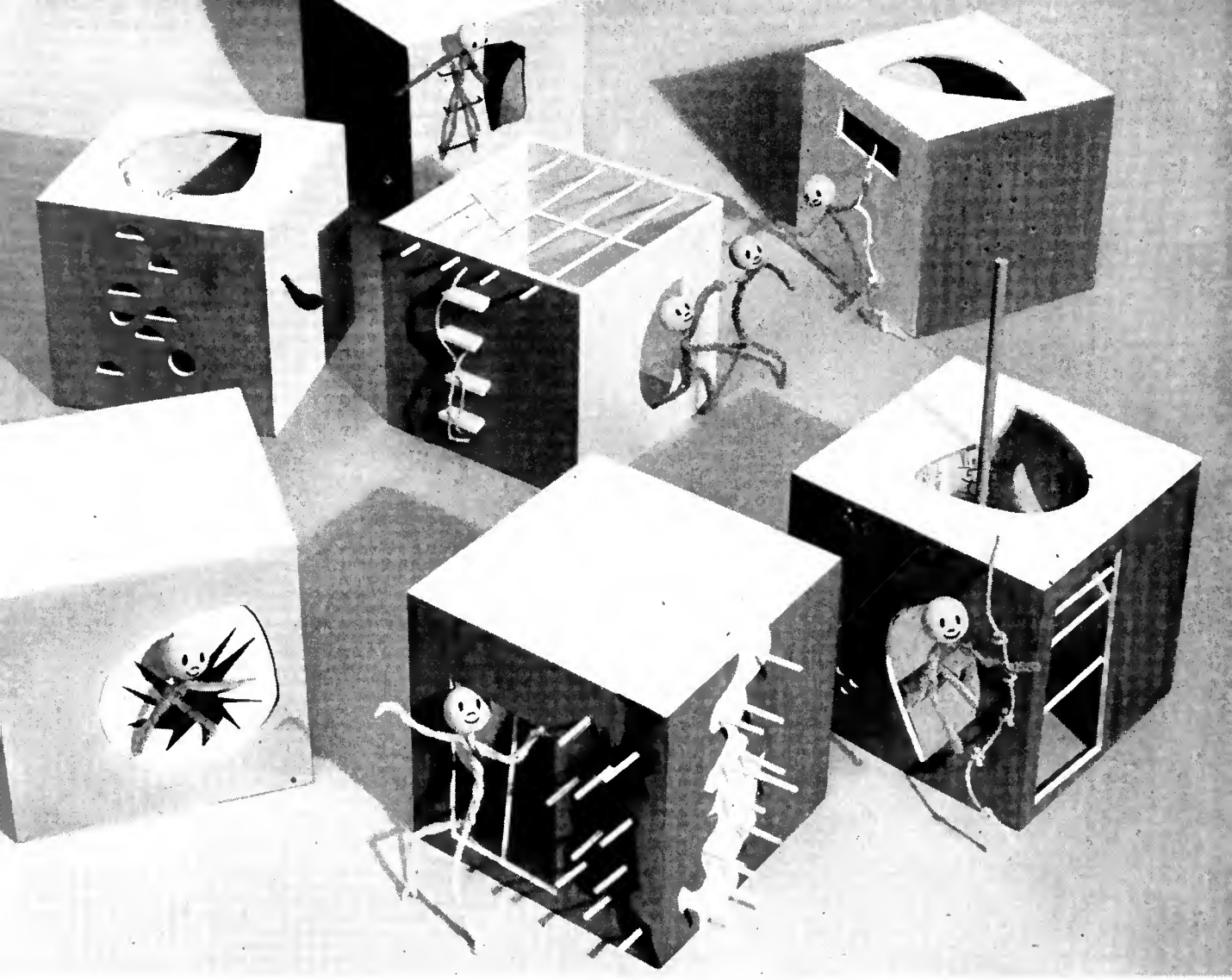


The first prize of $1,000 went to Virginia Dortch Dorazio, a painter from New York City. Her "Fantastic Village," above, of houses five feet tall, offers ladders, climbing ropes, a "broken window" of rubber to climb through, peep holes, attractive color scheme.

Play sculpture is new but where it is in use children and the public are delighted with it. Sweden, Denmark and India each have at least one example; Oakland, California, is proud of its piece designed by Bob Winston; Philadelphia, Pennsylvania, recently acquired one.

Prize Winning Models

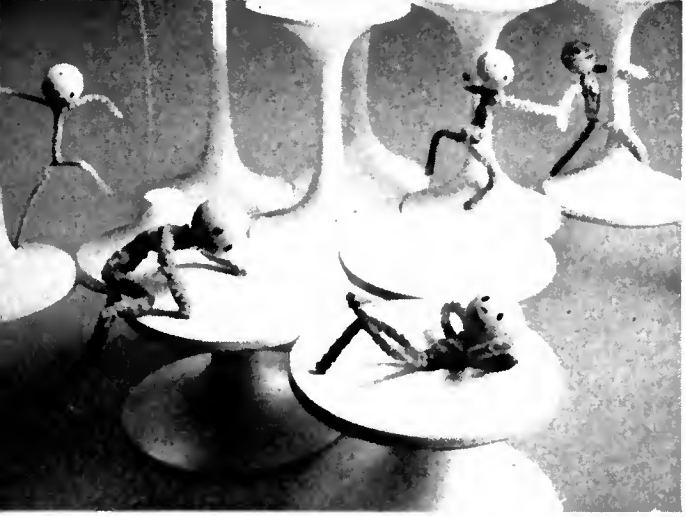
PLAY SCULPTURE

The Nationwide Play Sculpture Competition

Play equipment designed to stimulate and exercise the imagination of children, opening doors to their favorite world of make-believe, was the object of the recent Play Sculpture Competition sponsored by *Parents' Magazine*, the Museum of Modern Art and Creative Playthings, Inc. The judges, including Joseph Prendergast of the National Recreation Association, made their selection of the prize-winning models from a really exciting array of new ideas which were incorporated in the over three hundred entries submitted by artists from all over the country. Final decisions were determined by four basic considerations—aesthetic quality, play value, safety factors and manufacturability.

Photographs of some of the models which won prizes or honorable mention are shown on these pages. Pipe-cleaner figures indicate the relative size of each structure and suggest the kind of fun youngsters

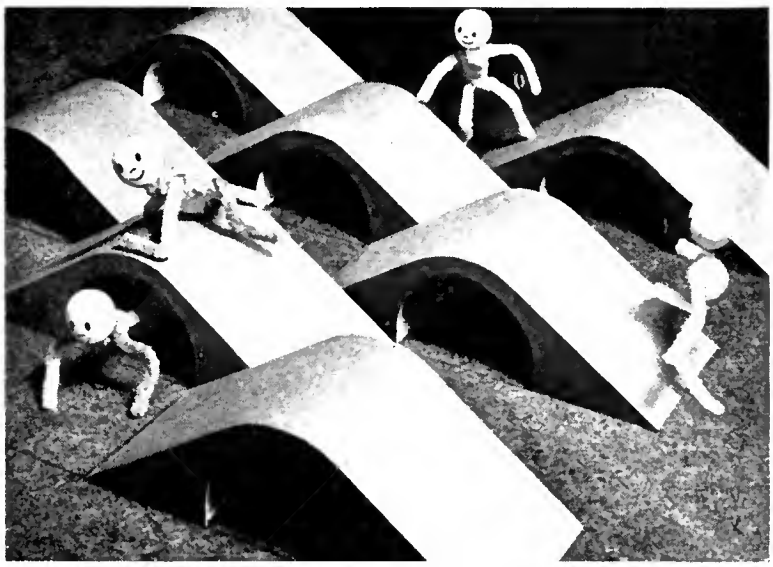
Photos and captions reprinted courtesy *Parents' Magazine, July 1954;* contest winners photographed by Ralph Steiner.



Second prize of $500 was given to artist-designer Robert Gargiule of Plainfield, New Jersey. His group of column and spool-like forms, above left, some two feet, some six feet high, make a labyrinth of spaces and shapes; youngsters can run, crawl or sit and talk.

The third prize of $200 was won by Sidney Gordin, a sculptor from New York City, for a low-lying tunnel maze, below left. Resembling rolling hills, its rounded surfaces are fine for running, jumping, sliding, and children can also crawl or hide in the tunnels.

Play Sculpture in Stockholm, Sweden



Play Sculpture in Philadelphia, Pennsylvania

for PLAYGROUNDS

could have with them. These models, and about thirty-five of the most interesting runners-up, were exhibited at the Museum of Modern Art in New York City during July and August. Such imaginative play structures are beginning to give a new dimension and an intriguing look to the playgrounds of today and may, perhaps, do the same for your own backyard in the near future.

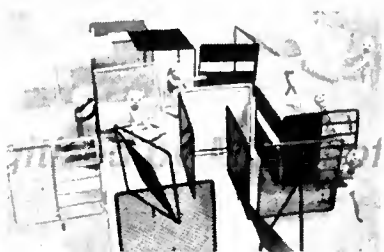
The Play Sculpture Division of Creative Playthings, Inc., is one of the exhibitors at the 36th National Recreation Congress in St. Louis.

Play Sculpture in Oakland, California

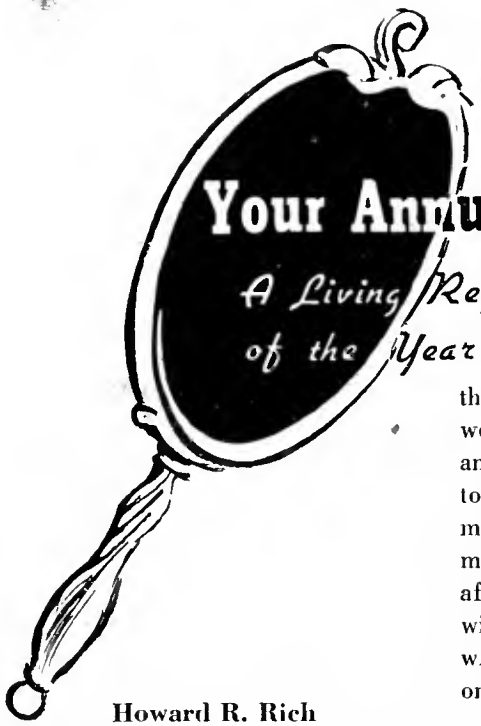
Honorable Mention Was Awarded to Three Artists for Models Below

Sculptured forms in a sand area by Dean Latourell of Seattle, Washington

Colored, movable panels by Joseph A. Maxwell, Jr. of Auburn, Alabama



Tunnels for young children designed by Julia Pearl, Minneapolis, Minnesota



Your Annual Report...

A Living Reflection of the Year's Activities

Howard R. Rich

When Uncle Silas told the story about the cow getting into the petunias, everyone laughed uproariously. When Aunt Martha told the same story it wasn't funny at all. Why? It was the same cow; and surely the petunias were just as trampled in either case. Mother, who always knew all the answers, explained it this way, "Your Uncle Silas is a natural born story teller. Your Aunt Martha is a good woman, but she's all tied up with facts and figures. Comes of being a bookkeeper before she was married."

I think some of our recreation annual reports could stand a great deal less of Aunt Martha and much more of Uncle Silas. Cold figures need to be warmed up. The driest annual report is alive and throbbing with interest only to the person intimately concerned with it. The director, who takes a last look at his report before it leaves for printing, sees not a long list of figures but a glowing account of cooperative effort in public service.

He sees a whole town of boys divided into different baseball teams, friendly competition and good sportsmanship, and warm summer nights with neighborhood crowds cheering their favorite team. That figure of $432.45 for craft material conjures up a picture of Mrs. Smith, a housewife, having fun learning to tie flies. He sees Mrs. Jones' pride in the beautiful bracelet made in metalwork class. He sees pavement dances and whirling square dancers answering to the the calls of "dosey do." He remembers classes in basketball, swimming, tennis; picnics on hot Sunday afternoons and fine community plays with grateful audiences applauding while a proud and happy cast takes just one more curtain call.

These are certainly far from cold figures but they present a cold picture, if any, to the general public. It's an interesting story, so why not make that report a cheerful, even humorous, account of human endeavor? Tell it with enthusiasm, thereby reporting to the public on your wise use of their funds, and at the same time interesting more people in a personal recreation program so much needed today.

How do we go about stirring up this interest? Here are just a few of many ways:

1. We must have a well-organized story to tell. The collection of material begins with the first day of the year and ends with the last. It is impossible to sit down at the end of the year to gather the threads of events without missing a great many. Your file should contain a folder marked "Annual Report." Every day that you start a new class, every big event, many notes, clippings, letters, write-ups, pictures, and even statistics should go into this folder. A copy of your budget should also be there, along with notes on attendance, interesting happenings, contests, names of contestants, winners of contests, notes on new equipment, staff and personnel who have made outstanding contributions and benefactors whose help gave a lift to your program. It would also be well to add an outline of future plans.

With such a file started and kept up daily, you will be amazed at how rapidly your report will grow before your eyes.

2. You will find a bulletin board a great enthusiasm builder. Your staff and even the class itself will enjoy helping with this feature.

3. One picture is worth a thousand words. Most of us are eye-minded and the importance of telling your story with plenty of eye- and attention-holding pictures cannot be overstressed. A good camera stands high on the list of necessary equipment. Train one of your staff in its proper use and take a picture of each activity. Try for interesting pictures that tell the story.

4. Collect cartoons, illustrations, and cuts from newspapers and re-adapt them to fit your purpose in an imaginative way. If you use the photo offset process, all these can be reproduced quite reasonably and without cuts. Have students in art or sketching classes contribute something toward your report. Their pen and ink and sometimes pencil drawings will reproduce well.

5. Orient your story to your audience, which is large, diverse in interests, and mostly very busy. Think of the printed material bidding for attention each day. In self preservation, we must automatically screen it and focus on only the most interesting.

The recreation director is a lot like the man who stopped in the middle of planting grass seed because he thought of all the mowing to come. "I'm just fighting myself," he said. It is the duty of the recreation department to interest as many people as possible in their program. This joh of re-creating and rebuilding enthusiasm for the daily grind is one that is never quite done. However, the more people you interest in your program, the more money you are going to need. Unless the taxpayers realize how important this work is and where your money goes, they will be loathe to give you larger appropriations. Your best bet for focusing all these divergent viewpoints on your department is a bang-up annual report.

Yours is one of the most interesting jobs in the world. Tell the world about it not as one social worker to another, but as a fellow mighty excited about his very interesting job would tell it to the friend who didn't know the first thing about it. Beam it to the guy you would like to find in the front row of your class next year.

MR. RICH *is director, Sheboygan, Wisconsin, public recreation department.*

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PERSONNEL

W. C. Sutherland

The present status of some of the essential elements that make the "personnel wheel" spin are:

Recruitment: The number one problem. At long last we are beginning to break into the "awareness" stage of realizing that a recruiting problem actually exists, and that the responsibility belongs to every one identified with the recreation profession. This dawning consciousness makes the situation more hopeful. Recruiting, not only to fill current positions but also recruiting for the profession and to increase enrollment in our professional recreation curricula, is mostly a local responsibility and should be practiced in communities nationwide. How can we talk about "selection" unless we have a broad, continuous, permanent recruiting program sufficiently productive to give us pools of prospects from which to select?

Selection: Like its cousin, "recruiting," this phase of the recreation picture is beginning to be recognized as worthy of deep concern. Selection is nigh impossible unless cousin "recruiting" does its job effectively. There must be at least a few more candidates than places to be filled whether selecting for positions or for admission into the professional curriculum. Good selection is the "cornerstone" and the entire movement depends upon it. Inadequately prepared and incompetent leaders, accepted at the entrance level and advanced to supervisory and administrative responsibility because they are the only ones meeting experience requirements, should be viewed with alarm. It makes no difference whether they are legally eligible or not, for the results will be the same. Likewise, "professional education" will make a paltry contribution to recreation unless selection receives more than lip service. Basically, selection should be tied to individual growth potential.

Professional Education: The key to the strength of any profession may be found in large measure in the quality of the institutions preparing its members. The profession needs to be discriminating in putting its stamp of approval upon institutions conducting major recreation curricula. Also, the profession should do what it can to help recruit students in order that enrollment in the recreation curricula may be maintained at a level that will assure an adequate flow of professionally prepared leaders to meet the needs of the recreation movement. As yet, the profession has not met these two obligations and the schools have been forced to carry more than their share of responsibility. The enrollment in professional recreation curricula in 1954 is adequate to meet about one-half of the present-day needs.

Placement: Conditions surrounding placement continue to improve. Positions are being defined more adequately, salaries continue to show increases and other benefits are becoming more attractive. An estimated turnover of sixteen per cent, however, is still too high and indicates much room for improvement. Probably 1,500 reasonably good recreation positions will be filled in 1954. Many of these will be filled by individuals without adequate professional education and experience, which leads us into our next item and gives support to those who have constantly and rightly advocated "in-service training" and stressed its importance.

In-Service Training: Voices from the field keep calling, "training, training, and more training." This in spite of the fact that the opportunities for it have increased in manifold forms. The association's district field representatives, in most of their annual reports have urged more and specialized training for (1) supervisors, (2) seasonal and part-time personnel and (3) board members, city officials and civic leaders.

The above five major points have been singled out by the profession in 1954 for special treatment. For example, thirty-five sessions bearing on these subjects were held at the district conferences this year. Others are being held at the National Recreation Congress and by state and local agencies. There must be many good leaders and a sizable number of good executives operating throughout the country because these things do not just happen.

Back of this widespread movement for the development of leadership are men and women of strong faith, profound convictions, rare courage, tremendous energy and action. Are you one of these? People follow a leader willingly—a dictator grudgingly. A leader does things that make people respect and admire him, look up to him and come to him. Are you a leader?

A good executive delegates jobs, responsibility and authority. To do that he must *select* capable teammates, train them and trust them. A good executive has: ability to lead and develop others; ability to win their respect and full knowledge of their jobs; he has skill in carrying out policies; administrative ability; emotional control and capacity for constructive and original thinking. Are you a good executive?

Some people pretend to have all the answers and to be always right. They think those who disagree with them are queer. No one can always be right, and if he could be, he would be unbearable. Keep an open mind and leave a chance for someone to drop a worthwhile thought into it. The best leaders and executives are politely brief, tactfully aggressive, pleasantly emphatic, diplomatically positive, and gracefully right. Are you one of these?

MR. SUTHERLAND *is the director of the Recreation Personnel Service of NRA.*

Recent Appointments

Robert A. Bauman, superintendent of recreation, Columbia Heights, Minnesota; *Edward J. Bender*, area recreation supervisor, Baltimore County, Maryland; *Charles S. Brand*, superintendent of recreation, Painesville, Ohio; *John A. Clark*, superintendent of parks and recreation, Benton County, Washington; *F. Lucille Davis*, executive director, Y.W.C.A., Bayonne, New Jersey; *Frank H. Dearborn*, superintendent of recreation, Fairport, New York; *James L. Dutton*, assistant director, Community Center, Newark, N. J.

Kittye G. Gilmore, girls' worker, Bradfield Community Center, Lima, Ohio; *Doxie Hoover*, girls' worker, Recreation Department, Sioux City, Iowa; *Gene Landy*, director, youth center, La Canada, California; *James Malico*, recreation supervisor, Purchase, New York; *Marion Martin*, health and physical education director, Y.W.C.A., Waterbury, Connecticut; *Edward McCardle*, director, youth center, Dolgeville, New York; *Reid L. Mittan*, high school recreation director, Shades Valley, Alabama.

Frances M. Roush, girls' worker, Recreation Department, Leominster, Massachusetts; *Bernard Sadowski*, assistant superintendent of recreation, Center Line, Michigan; *Arnold Spaan*, recreation supervisor, Albion, Michigan; *Anna M. Uttrup*, program director, West End Neighborhood House, Wilmington, Delaware; *Arthur D. Weddington*, director of special activities, Neighborhood House, Rochester, N. Y.

Father and son share the fun at a crafts program at Kennedy Memorial Park in Hempstead, New York. Many airmen and their families from nearby Mitchell Field use the facilities and services of the Hempstead Recreation Commission.

Making recreation opportunities like this available to military personnel is a basic objective of the defense related services of the National Recreation Association, a member agency of the United Defense Fund. The UDF is financed through Community Chests and other united community campaigns.

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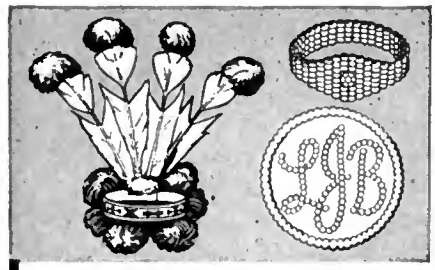

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Reporter's Notebook

◆ W. H. Orion recently accepted the position of area management supervisor with the Department of Veterans Benefits. His former position, as chief of recreation division, Special Services, Department of Medicine and Surgery, Veterans Administration, will be filled by C. C. Bream, Jr., who has been associated with the VA hospital recreation program since 1945.

◆ Jackson M. Anderson has succeeded J. Bertram Kessel as consultant in recreation and outdoor education for the American Association for Health, Physical Education, and Recreation. Mr. Kessel has joined the staff of Sargent College, Boston University.

◆ Fred W. Roewekamp has been appointed the Los Angeles City Recreation and Park Department's first superintendent of park development. This appointment rounds out the department's top-level administrative staff and completes the integration which was launched by the 1947 charter amendment approving consolidation of the former playground and recreation and park departments.

◆ Motion picture star and Academy Award winner William Holden has been appointed to the Los Angeles City Recreation and Park Commission. Mr. Holden succeeds former councilman, George P. Cronk who resigned recently.

◆ At a recent convention of the Utah Recreation Society, Charlotte Stewart was honored with a distinguished service award for her outstanding contribution to recreation in Salt Lake City and the State of Utah. As the first supervisor of physical education and the first superintendent of recreation in Salt Lake City, she planned the facilities for health and recreation for thousands of children. For fifty years she has been the pivot of recreation progress in her community.

In Memoriam

James Bent Taylor, associate director of Community Chests and Councils of America, died in August. Mr. Taylor began his social work career in 1923, and through the years held positions with community fund and social welfare agencies, joining the executive staff of Community Chests and Councils in 1938. During World War II, he served as associate director of public relations for the National War Fund, and in 1950 he became executive director of the United Defense Fund, a position he resigned only recently to return to Community Chests and Councils.

Here and There

◆ In his report to the New York State Public Recreation Society at its annual meeting, president Sal Prezioso stated that the society needs ". . . to alert manufacturers and dealers of recreation equipment, and others so associated, to the necessity of their support—not only at convention time but throughout the year. Last year (1953), 135 communities spent $24,881,353.17 on recreation. Recreation is big business and it demands the support of those who profit from it."

◆ Representatives of eleven official and non-official metropolitan regional planning bodies met in Columbus, Ohio, during May to consider a new Association of Metropolitan Regional Planning Organizations to represent the interests and activities of metropolitan regional planning throughout the United States. All present voted to constitute themselves an organizing committee with T. Ledyard Blakeman, director of the Detroit Metropolitan Area Planning Commission, as provisional president.

The purposes of the new association will be: (1) to act as a national clearing house in the field of metropolitan regional planning; (2) to sponsor and conduct periodic conferences for citizens and professionals in this field; (3) to initiate or coordinate research on problems of metropolitan areas and to make the findings available in suitable form to persons and agencies holding membership in the association; and (4) to assist in the creation of metropolitan regional bodies, both official and unofficial, in areas where there are now none and to help strengthen the programs of existing agencies.

◆ The playground system in Philadelphia, Pennsylvania, has been expanding rapidly. The city is opening new areas at the rate of almost one a week, according to an article, profusely illustrated, in *Life* magazine of September 13. A new $750,000 community recreation center is named in honor of world-famous contralto Marian Anderson, who was born and raised within the shadows of the McCoach playground where the new center is erected.

This building is complete with auditorium, stage, club rooms, meeting rooms, lounge room, kitchen, an exceptionally large gymnasium with portable grandstands, locker and shower rooms. A free-form swimming pool has underwater lighting for night swimming and a spacious lawn sundeck. The redeveloped playground has functional areas ranging from a tanbark play lot for tiny tots to an area set aside for senior citizens who prefer passive recreation and quiet games. Brilliant flood lights permit activities to continue after dark.

◆ The Playground Commission of Jefferson Parish, Louisiana, also dedicated a new community center and playground during the summer. The community building has a seating capacity of two thousand for assembly purposes and one thousand for basketball games. It also has facilities for recreation activities, a stage, four meeting rooms, an office, and dressing rooms. According to playground director David Scherman, the outdoor area consists of regulation baseball and softball diamonds, eight Little League size baseball diamonds, six hard-top basketball courts, a football field and a quarter-mile cinder track.

◆ Six hospital recreation specialists met in New Orleans this summer at the new six-million-dollar Veterans Administration Hospital to draft a proposed constitution for the formation of a hospital and institutional section of the Louisiana Recreation Association. The proposed draft will be mailed to all interested persons active in hospital and institutional recreation for study and review, according to *What's Nu*, the Louisiana Recreation Association bulletin. Any suggestions are welcome and will be referred to the committee for consideration prior to another meeting in November when the proposed constitution will be presented for final adoption.

◆ This year's annual issue of *Football Magazine* contains much material on recreation football. Included are articles on Los Angeles playground skills contests, the recreation touch-football program in El Monte, California, and recreation football in Kansas. The magazine's editor is Kurt W. Lenser, supervisor of playgrounds for the Alhambra, California, Department of Recreation. Copies of the magazine may be obtained for one dollar each. Address all orders and correspondence to Mr. Lenser, 701 Irving Street, Alhambra, California.

◆ An outstanding job with a camping and summer recreation program is being done by Southern Illinois University. An excellent article about this, "Outdoor Education in Southern Illinois" by William H. Freeberg, appeared in the April 1953 issue of the *Journal of the American Association for Health, Physical Education, and Recreation.*

◆ The development of three new recreation sites along the St. Lawrence River has been recommended by the New York State Power Authority to care for the influx of visitors expected after the completion of the Long Sault and the Barnhart Island Powerhouse Dams, northeast of Massena on the New York Side. Two of these sites would be established in the immediate vicinity of the big dams. The third area would be a park facility, similar to the other state parks, to be built and administered by the Thousands Islands State Park Commission, at Waddington, fifteen miles upstream from Massena. This park, to include a beach, picnic ground, boat basin, and camping facilities, would insure that a sizable part of the new lake created by the dams would remain public property.

The New York Authority, of which Robert Moses is chairman, plans to buy all of Barnhart Island, a thousand acres of which will remain after the project is complete. Access to the island will be via a permanent bridge. On the south shore, across from Barnhart Island, the authority plans to obtain an additional thousand acres of elevated land to furnish a setting for the completed dam and powerhouse. Also under consideration is construction of a scenic parkway to run along at least a part of the twenty-nine-mile lake. This would be a controlled-access roadway to prohibit billboards and roadside stands.

◆ It is a known fact that Army sergeants can bark; but can they sing? In the hope of uncovering such talents the Army, for the second year, is carrying on an all-Army Soldier Singing Contest from October 1954 through January 1955. There will be ten classes of competition, and preliminary elimination contests will be held at installation and major command level prior to the grand finals at the Department of the Army. Tape recordings of the two selections sung by the winner in each of the major command contests will be forwarded for judging in the finals. The Adjutant General of the Army has asked the National Recreation Association to judge the category of the singing platoon (twenty-five to forty singers). The two judges in behalf of the association will be composer Clarence Cameron White, former NRA staff member, and Geoffrey O'Hara, composer, lecturer, and writer, who has been interested in problems of music in the Army since World War I.

◆ New York City recently took some major steps in its all-out war on the major problem of crime and juvenile delinquency. This fight received great impetus when the Brownsville Boys Club of Brooklyn offered the city its $1,500,000 clubhouse and equipment, as well as a cash fund of at least $100,000, for operation by the park department as a weapon against juvenile delinquency. The club is located in one of the problem areas of the city.

◆ A miniature, but nonetheless honest-to-goodness, U. S. post office opened recently in Children's Fairyland at Lakeside Park, Oakland, California. The Fairyland Post Office is the gift of the Oakland Post Office employees, who constructed the little building in their off-hours for display at the 1954 California Spring Garden Show and then moved it to the present location. It is the only post office of its kind in the entire U. S. postal system and does a man-sized job, handling the giant-sized Fairyland postcards. The little post office building was designed by W. Russell Everritt, who designed and made the models for the original Fairyland sets. It is approximately sixteen-feet high and twelve-feet wide. The ontside of the circular dome has been painted with colorful murals by Ted Lewy, San Francisco cable car artist.

◆ In Portland, Indiana (population 7,000) the park and recreation commission recently decided to extend the opportunity to play organized baseball to all boys not making a team in the established leagues operated by Junior Baseball of Portland for the past five years. This new "C League" offers the handicapped, the smaller, and the less adept youth the experiences formerly reserved for "real ball players," and superintendent H. Eugene Chubb and other commission officials believe it is already the most beneficial of the three leagues.

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Three-dimensional slides showing the many phases of our recreation program have proven to be a public relations measure with an impact. We have prepared a series of some seventy pictures ranging from chess club to basketball. These pictures are projected on a screen for showing to PTA groups, service clubs, and so on. The viewers look at the slides through polaroid glasses just as in the movies. Coupling your recreation talks with 3-D dramatization leaves your group with the feeling of actually having been there; your program becomes a reality.

Preparation of slides costs about ten cents per picture for outdoor pictures and flash bulbs for indoor shots add about eleven cents. A stereo camera, projector, screen, and carrying case will cost about $450. Where departments don't care to invest this much they will find that projector and screen may be purchased for about $220 and that commercial photographers are usually set up to prepare the slides for them. Glasses cost ten cents each.

Readymade slides of subjects interesting to children may be purchased very reasonably and will permit additional use of the projection equipment at special children's programs. In Belleville, we intend to use our 3-D projector to amuse the youngsters indoors on rainy days during our playground season.

However, the real value of 3-D in a recreation department is its force in selling recreation to the community.—Bob Cook, *superintendent of recreation, Belleville, New Jersey.*

Enrichment Records

The 2,500,000 boys and girls who own Landmark books, the American historical series published by Random House, can hear sixteen of their favorites on records with the four new recordings issued late this summer by Enrichment Materials, Inc. These latest recordings are based on *Pocahontas and Captain John Smith* by Marie Lawson, *Daniel Boone* by John Mason Brown, *The Winter at Valley Forge* by Van Wyck Mason, and *Sam Houston, The Tallest Texan* by William Johnson.

Just as Landmark books are authentic portraits of famous people and events in history, written by renowned authors, the four new Enrichment records, like the previous twelve, are complete dramatizations, authentically reproduced in every detail, including dialogue, sound effects and music of the various historical periods, with well-known Broadway and radio actors playing the parts.

Information about the records may be obtained from Martha Huddleston, Director, Enrichment Records, Inc., 246 Fifth Avenue, New York 1, New York.

Song Birds of America

Song Birds of America, by Dr. Arthur A. Allen and Dr. Peter P. Kellogg, a book with an accompanying long-playing record, was developed and published in cooperation with the Cornell University Press by Book Records, Inc.

Here is the first *see* and *hear* soundbook on our songbirds, in color, sound and story. The attractive, spiral-bound book is illustrated by twenty-four beautiful full-color photographs and contains excellent chapters giving full information about each of the birds, bird migration, attracting the birds, their value, and so on.

The record is either 33 1/3 or 45 rpm, with commentary. The extraneous woodland noises in the original Cornell bird recordings have been eliminated, and the birdsongs are given in groups of three, with a brief pause to make it easy to go back to repeat any particular song.

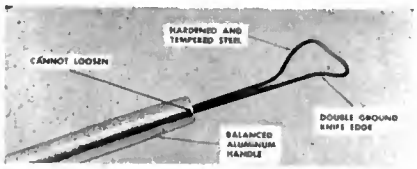
The compact nature of this new idea in book-record combination eliminates the necessity of consulting several books and encourages identification by both eye and ear. It forms a wonderful way to interest any individual or group in learning to know these American song-birds, and this volume should be added to any camp or club library. We hope it will be followed by other volumes on birds and other nature subjects. Incidentally, this book would make a fine Christmas gift! Book Records, Inc., 680 Fifth Avenue, New York. Price $4.95.

Audio Fair

The largest assembly of high-fidelity enthusiasts ever to gather for a single event are expected to attend the 1954 Audio Fair. Scheduled for four days beginning October 14 at the Hotel New Yorker, the Fair will play host to an estimated 30,000 visitors who will come to view the latest hi-fi developments as displayed by virtually every leading manufacturer of audio equipment. No entrance fee!

MARKET NEWS

◆ New Craftool carving and modeling tools for ceramics and sculpturing have heads made of hardened high-tempered



steel, ground to a double knife edge for detailed carving, minute modeling and use on a potter's wheel. Craftools, Inc., 401 Broadway, New York 19.

◆ World Wide Games, Radnor Road, Delaware, Ohio, distributes a free folder describing ten sturdily constructed puzzles and games, based on ancient and traditional games from other countries, which are available from the company. These include Korean Yoot, Chinese Friends, Box Hockey, Kichet, Balero, and others. Write to the address above for this folder if you are interested in some good indoor games for your groups.

◆ Nu Media is the name of a screen printing kit which offers an easy method of reproduction for greeting cards, program covers, posters, and so on. Wilson Arts & Crafts, Fairbault, Minnesota.

◆ A new, complete enamel-on-copper craft set for making jewelry, ashtrays, boxes, and so on, features an electric firing kiln with a pyrex top which en-

ables the enamelist to watch his work during the firing process. Gem-Craft, 1812 East Thirteen Street, Dept. EN, Cleveland 14.

◆ Word Rummy, a game that can be used for "learn and play" periods, was exhibited at the National Education Association Convention in July. The game, which consists of a set of alphabet cards, is played like regular rummy except that players meld words instead of runs. It is excellent for children or adults. Educational Cards, Inc., Industrial Bank Building, Detroit 26.

◆ The Jayfro Athletic Supply Co., P.O. Box 1065, New London, Connecticut, is introducing a new steel chain net espe-

cially designed to fit all models of Little Kid goals. This net is guaranteed for three years of either indoor or outdoor use.

◆ Helping to keep Canasta in the forefront of popular card games have been the many variations developed on the original game such as Samba, Chile, and so on. In response to many hundreds of requests, the Association of American Playing Card Manufacturers has just published a pocket-sized, sixteen page leaflet containing the official rules for six Canasta variants. In addition, the new leaflet also contains the Official Canasta Rules, a condensation of the International Code, Laws of Canasta, compiled and promulgated in 1951 by the National Canasta Laws Commissions of the United States and Argentina.

Free copies of this leaflet may be obtained by writing to the Playing Card Association, 420 Lexington Avenue, New York 17.

TIPS FROM OUR READERS

Teleguard

Two practical methods of providing distress alarms for swimming pools have been devised since September 1952, and ten demonstrations have been given in New York, Philadelphia, Washington, Palm Beach and Miami.

The Teleguard system extends and intensifies the alertness of those directly responsible for the guarding of pools of water. One of these, type "A," signals trespass by persons into an unattended or unoccupied pit or pool. The second, type "B," reports the continued presence of persons in the deeper parts of an attended pool. Both systems work on the sonic transmission or echo principle. Prototypes are to be installed in Miami and Los Angeles, and manufacture in quantity has been arranged for this year by the Electromedical Corporation, 1021 Biarritz Drive, Miami Beach, Florida.

The guarded pool problem is to detect any over-long submersion of persons while eliminating the short time—five- to ten-second—activity of normal visits to the bottom. This discrimination is accomplished by time-delay devices which ignore the short-time visits and report continued proximity of a person or persons in deep water. The probability that a continued submersion is a true emergency increases with its duration. An approximate schedule of submersion fatality probabilities is: 50, 75, 87, 94, 97 per cent in one, two, three, four, and five minutes respectively. The automatic timer of Teleguard "B" measures and can be adjusted to react to submersions of a quarter- to half-minute duration.

Florida, among other states, has numerous unattended private pools and rock pits. In February 1954 Dade County sought to meet this hazard to children with a fencing ordinance. A California manufacturer has recently made available a roll-up type of plastic sheet pool cover. A Teleguard trespass alarm of type "A" is, in effect, an alert surface fence which reports instantly the entry of a small body. The cost of sheet or line barrier fences and live fences is now similar. As to efficiency, drownings in wire-fenced rock pits and vandalism at city pools prove that a passive barrier fence is not one hundred per cent life and property protection.

Teleguard systems have been developed because death by drowning is a manageable risk that increases rapidly with submersion time. Teleguard acts in this precious interval to call for action by at least one responsible guard who is by definition able and duty bound to intervene in an emergency.—CARL C. LIENAU, *Electrical Engineer, Miami Beach, Florida.*

Books & Pamphlets

ADMINISTRATION OF PHYSICAL EDUCATION FOR SCHOOLS AND COLLEGES, THE, Hughes and French. A. S. Barnes & Company, 230 Madison Avenue, New York 16. Pp. 383. $4.50.

BIRDS OF LASSEN'S LANDSCAPE, Paul E. Schulz. Edwards Brothers, Inc., Ann Arbor, Michigan. Pp. 98. $ .55.

CHOOSING THE PRESIDENT OF THE USA, Kathryn H. Stone. Carrie Chapman Catt Memorial Fund, Inc., 461 Fourth Avenue, Room 810, New York 16. Pp. 31. $1.00.

DATE DATA, Beverly Brandow. Banks Upshaw and Company, 703 Browder Street, Dallas 1, Texas. Pp. 234. $3.00.

FACTS ABOUT OIL. American Petroleum Institute. Department of Information, 50 West 50th Street, New York 20. Pp. 32. Single copy free. $.20 per hundred.

FISH AND FISHING IN LASSEN VOLCANIC NATIONAL PARK, Merlin K. Potts. Loomis Museum Association, Mineral, California. Pp. 61. $.40.

FOLLOW THE LEADER—A COLLECTION OF CIRCLE DANCES, Olga Kulbitsky and Frank L. Kaltman. American Squares, 1159 Broad Street, Newark 5, New Jersey. Pp. 13. $.35.

GEOLOGY OF LASSEN'S LANDSCAPE, Paul E. Schulz. Edwards Brothers, Inc., Ann Arbor, Michigan. Pp. 110. $.75.

GUIDE TO COMMUNITY ACTION, Mark S. Matthews. Harper & Brothers. 49 East 33rd Street, New York 16, Pp. 434. $4.00.

HANDBOOK OF PRIVATE SCHOOLS. Porter Sargent, 11 Beacon Street, Boston 8, Mass. Pp. 1232. $8.00.

HANDBOOK OF SCHOOL LAW, Lee O. Garber. National Foremen's Institute, Inc., Bureau of Business Practice, Arthur C. Croft Publications, 100 Garfield Avenue, New London, Connecticut. Pp. 165. $3.50.

HOW TO MAKE COWBOY HORSE GEAR, Bruce Grant. Cornell Maritime Press, Cambridge, Maryland. Pp. 108. $2.00.

INNOCENT ON EVEREST, AN, Ralph Izzard. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 319. $3.75.

INTERMEDIATE SCHOOL PORTFOLIO: THE 9'S TO 12'S. Association for Childhood Education International. 1200 15th Street, NW, Washington 5, D. C. Set of twelve leaflets in portfolio, $.75. Individual leaflets $.10 each; discounts on quantity orders.

JWB YEAR BOOK, Vol. III, 1952-53. National Jewish Welfare Board, 145 East 32nd Street, New York 16. Pp. 31. $1.00.

MINIATURE PLAYS Vol. 1, Madge Miller. The Children's Theatre Press, Cloverlot, Anchorage, Kentucky. Pp. 150. $3.00.

MULTIPLE COUNSELING, Helen Irene Driver. Monona Publications, 803 Maygara Road, Madison 4, Wisconsin. Pp. 280. $5.00.

MUNICIPAL YEAR BOOK 1954, THE. International City Managers' Association, 1313 East 16th Street, Chicago, Ill. Pp. 613. $10.00.

MY LIFE IN THE MAINE WOODS, Annette Jackson. W. W. Norton & Company, Inc., 105 Fifth Avenue, New York 3. Pp. 236. $3.50.

OFFICIAL ENCYCLOPEDIA OF LITTLE LEAGUE BASEBALL, THE. A. S. Barnes & Company, 232 Madison Avenue, New York 16. Pp. 238. $2.75.

OUTDOOR PICTURE COOKBOOK, THE, Bob Jones. Hawthorne Books, Inc., 70 Fifth Avenue, New York 11. Pp. 126. $2.95.

PHYSICAL EDUCATION AND HEALTHFUL LIVING, Fraley, Johnson and Massey. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 198. $3.55.

PICTORIAL HISTORY OF LASSEN VOLCANO, A, B. F. Loomis. Edwards Brothers, Inc., Ann Arbor, Michigan. Pp. 110. $.75.

PLAYS FOR CHILDREN. The Children's Theatre Press, Cloverlot, Anchorage. Kentucky. Pp. 69. Free to the 1953 mailing list. Additional copies available at $.10 per copy.

PRINCIPLES OF EXERCISE THERAPY, THE, M. Dena Gardiner. The Macmillan Company, 60 Fifth Avenue, New York 11. Pp. 260. $4.00.

PROGRAM OF THE MODERN CAMP, Gerald P. Burns. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. Pp. 320. $5.65.

REACHING TEEN-AGERS THROUGH GROUP WORK AND RECREATION PROGRAMS. New York City Youth Board, 500 Park Avenue, New York 22. Pp. 43. $.50.

SARGENT GUIDE TO SUMMER CAMPS FOR BOYS AND GIRLS. Porter Sargent Publishers, 11 Beacon Street, Boston 8, Mass. Pp. 127. $1.10.

SHALLOW WATER DIVING AND SPEARFISHING, Hilbert Schenck, Jr. and Henry Kendall. Cornell Maritime Press, Cambridge, Maryland. Pp. 110. $3.00.

SPIN-FISHING, Hal Sharp. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 128. $1.50.

YOUR DATING DAYS: LOOKING FORWARD TO HAPPY MARRIAGE, Paul H. Landis. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York. Pp. 151. $2.50.

New NRA Service

Now you can obtain all of your recreation and related books from one source. The National Recreation Association has completed arrangements to handle the sale of publications of the following book publishers:

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Watch the book columns appearing monthly in RECREATION. Books will be available through the Association at list price, plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members receive a ten per cent discount on the list price.* Remittances should accompany orders from individuals. Organizations and recreation departments will be billed on their official orders.

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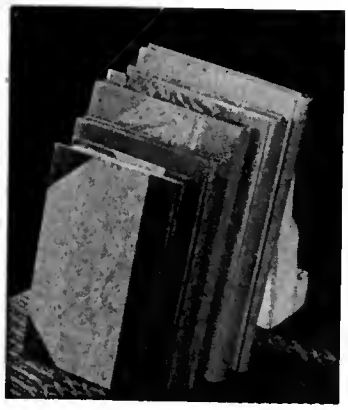

new Publications

Covering the Leisure-time Field

Twenty-One Years With Children's Theatre

Charlotte B. Chorpenning. The Children's Theatre Press, Anchorage, Kentucky. Pp. 112. $3.50.

This book ruined my day! I picked it up to glance through it—and couldn't put it down! Phones rang, people interrupted, letters arrived—but back to the book I had to come.

It's about Miss Chorpenning's experience in the Goodman Theatre—but it's much more. Through it all runs the most explicit techniques developed over many years, all tried, all workable. And through it runs a deep feeling of humility and humor, two priceless requirements for those who work with, or for children. With it is also the acknowledgement not only of the art of the theatre, but the deeper responsibility toward the children. This quotation will speak for itself, and give an idea of the graphic, flowing style that makes the book a delight to read:

"At a given moment in any play each child in any audience is a record of all his yesterdays, conscious or unconscious. Thus there is created within him a relatively stable pattern for interacting with the world around him. In watching a play he will hide under the seat in front of him, or try to rush onto the stage to help, according to the sense of security included in his pattern. Thus he interacts to the world around him with fair consistency. . . . In life the final outcome of a definite experience may take an hour, a day, years or ages; a play can give the child an immediate experience in the final outcome of something he just saw happen. . . . When a child from four to forty watches a play, the whole orchestra of his self is playing—senses, nerves, glands, muscles, memories, intelligence, intellect, spirit. The experience builds into him dreams, desires, urges, new memories, perceptions — conscious and unconscious — that may flower in the next hour or in the far future."

Such an account of years of rich experiences is rewarding reading. But give yourself time! You won't be able to stop, once you start!—*Virginia Musselman*, NRA Program Service.

Building a Better Home Town

H. Clay Tate. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 236. $3.50.

In this book, a successful newspaper editor in Bloomington, Illinois, analyzes the weaknesses of our urban civilization and presents a program of community self-analysis and self-help for the small town. He urges young people to return to the small communities of the nation and to revitalize them. Written with a journalistic vigor and a delightful human touch, the book reveals the author's thorough understanding of the small community and its problems and the share which he has had in the development of experiments in the improvement of community life.

The survival of small communities is the central theme and Mr. Tate believes this can be accomplished through local initiative by abandoning the tendency to imitate the way of living in metropolitan areas. "Go home, young man, and build a better community" may be called the theme of the book.

The chapter "Small Communities Have Recreation" is of special interest to readers of RECREATION. In it the author decribes life in the small community in which he was raised and points out the close relationship between work, worship and play in the small town of his generation. He admits "there is nothing better to offer," but he believes small communities afford opportunities for a variety of wholesome and satisfying recreation activities. He pays a special tribute to the work of the 4H Clubs. He admits that adult recreation is an important factor in the well-rounded community and cites many examples of ways in which family recreation contributes to small-town life.

In view of the author's dislike for some aspects of city life, it is not surprising to read: "There is pleasure and great recreative value in doing nothing regularly. Perplexing problems have a way of coming into focus if one can put his body in neutral, sit quietly on the terrace or under a tree, and do a bit of mental free-wheeling. The soothing sound of the leaves in the breeze, the song of the birds, the beauty of flowers and shrubs nearby, the moist caress of a playful puppy's tongue on the hand, the splendor of the endless sky-blue canopy overhead, the complete absence of man-made noises—all these create a spirit of calmness and reverence and well-being. And that is recreation. It is hard to find in the crashing, crushing, ear-splitting whirlpool of man and machines in the big city. The person who has not learned to be happy and content while completely alone for an hour, a day, or a week has missed life's greatest serenity."

This small book merits reading from cover to cover. Special mention might be made of the chapter "What is Good?" which contains a check list of essential elements of the good community, including a section devoted to recreation and entertainment. An account of the Bloomington experiment indicates why "Bloomington has not been sold on the philosophy of community-wide tax-supported recreation."

Mr. Tate makes a special appeal for attractiveness. Whereas most small communities, according to him, fail miserably in the aesthetic department, they have all the essentials of a garden spot. A number of suggestions are offered as to ways in which communities could be made more attractive.

The book concludes with a six-point plan of action for accomplishing the objectives of building a better home town.

The Community Music Association

Principles and Practices Suggested by a Study of the Flint, Michigan, Community Music Association. By David Messner Smith, Ed. D. Bureau of Publications, Teachers' College, Columbia University, New York. Pp. 108. $3.25.

This is a detailed study of a musical organization which the author believes is probably the oldest and most outstanding example of community planned music in America, perhaps in the world. His thought in preparing the treatise was that the Flint development offered an opportunity to understand some of the important functions of musical activity in a free democratic society; also that it is a "shining example of how the people in one American community have made music an integral part of their community life." The book considers such subjects as the origin of the Association, its form of organization sponsored activities, related community services, appraisal of past and present activities, values and adaptability. It is a remarkable story. →

Conditions may be favorable in but few places for the establishment of so comprehensive a community music association as that in Flint, but there are aspects of the work there which could undoubtedly be copied to advantage in other cities where there is growing interest in music under the auspices of recreation departments and civic groups. — *Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

Dressing the Play

Norah Lambourne. How To Do It Series #48. Studio Publications, 432 Fourth Avenue, New York 16. Pp. 98. $4.50.

The author has worked with many distinguished British producers, and is currently tutor with the British Drama League. The practical, yet imaginative suggestions she describes cover such points as the importance of shape, fabrics and surface decoration, stage jewelry, masks and costume accessories, dress rehearsals and costuming the modern play, costumes from contemporary painting. Her ideas are presented with infectious enthusiasm and a sense of humor. Any drama group should add this book to its library, although it will never sit quietly on a shelf. Someone will *always* be using it!

Arts and crafts leaders will find it full of ingenious instructions for making masks, jewelry, and many other interesting projects. The drawings and photographs are valuable aids.

Dorothy L. Sayers (why *won't* she write another detective story?) has written a most delightful preface. We *must* quote a few of her "personal" tips:

"Start in good time. Even the world's fastest worker must wait for the paste to dry. (Mem: objects dried violently by fierce artificial heat do things you would scarcely believe possible.)

"A brush left in enamel or varnish overnight never smiles again.

"A bowl of warm water and a rag kept handy will often save you from pasting yourself up in your own contrivance." Highly recommended.

Peepshow Into Paradise

Lesley Gordon. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 265. $6.00.

As a vacation from strictly professional literature, and as a special treat for yourself, do read this interesting and entertaining history of toys through the ages. Styles may come and go, but children's love for toys remains constant—and curiously unchanged for over two thousand years.

Part one of this fascinating book covers the history of toys from primitive toys and games through the medieval period, the seventeenth and eighteenth centuries, the Victorian age, up to today, and includes a splendid chapter on festival toys that, incidently, will give the reader some new ideas for holiday crafts.

Part two takes up toys and games by types and regions, and will make the reader feel nostalgic. Dolls, toy soldiers, construction and assembly toys, balls, tops, kites, sound-toys, wheel-toys, paper-toys, water-toys—they're all here, alive through the ages! A survey of toys by nations is good material to make any nationality program authentic.

The book has a listing of museums in Great Britain and Europe where toys may be seen. We wish Miss Gordon had included the United States, even though her book was published in England. For research workers, her bibliography will be exciting.

Aside from the fascinating story of toys and games throughout the world and down through the ages, any alert leader will find many interesting projects, designs and game ideas from both the text and the many illustrations. A truly delightful book. Don't miss it!

Sporthauten

Rudolf Ortner. Georg D. W. Callwey, München, Germany. Pp. 309.

This volume, dealing with sports structures, is the first comprehensive German publication on this subject. It contains relatively little text, but nearly 200 pages are devoted to illustrations and the balance of the book consists of diagrams and sketches relating to the design, construction and equipment of indoor and outdoor sports facilities.

The material is drawn from a wide variety of sources and whereas most of the facilities pictured are in Germany, many illustrations are drawn from other countries.

Beautifully and clearly portrayed are examples of stadiums, fieldhouses, sports halls, bathhouses, boathouses, gymnasiums and special sports buildings. Many of the photographs show construction details. Other sections of the book are devoted to field layouts, running tracks, outdoor swimming pools, roller and ice skating rinks, winter sports facilities and children's play areas. Track and stadium construction, surfacing, game courts, playing field and sport park layouts and a wealth of other facilities are included in the excellent diagrams.

The text is entirely in German, but the pictures and drawings speak for themselves. A table at the end of the volume lists the English, French and Spanish counterparts for many of the German technical terms appearing in the book.

A comparable American volume would be a great boon to the recreation movement in this country.—*George D. Butler*, Research Department, NRA.

Recreation in California

State of California Recreation Commission, 721 Capitol Avenue, Room 609, Sacramento 14, California. Pp. 41. Free.

This compilation of data on finances and personnel of local public recreation agencies will be of interest to all who are concerned with the development of municipal recreation services. Prepared at the request of local recreation authorities, it affords information as to major trends in the establishment of local recreation agencies, the employment of leadership personnel and the salaries paid park and recreation workers in California.

The report is limited to agencies employing an administrator and providing year-round service. In the 1953-54 fiscal year, one hundred and eighty-one such agencies will spend approximately $31,500,000 for park and recreation services. During the fiscal year 1952-53, fourteen communities established a public recreation service employing a year-round administrator for the first time. Presentation of the data according to population groups affords communities the basis for comparing their own expenditures, personnel and salary range with those in other localities.

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	Cleveland, Tennessee October 18-21	Warren F. Magee, General Secretary, Young Men's Christian Association, 363 Spring
	Birmingham, Alabama October 25-28	Earl Gartman, Head, Department of Physical Education, Howard College
	Haynesville, Alabama November 15-18	Miss Hulda Coleman, Superintendent of Education, Lowndes County
	State of Vermont November 29-December 9	Mrs. A. O. Brungardt, Vermont Director of Recreation, Montpelier
Anne Livingston Social Recreation	Topeka, Kansas October 11-14	R. Foster Blaisdell, Superintendent, Topeka Recreation Commission, Room 258, Municipal Building
	New Orleans, Louisiana November 2-5	Mrs. Permelia M. Dunn, Special Assistant in Charge of Cultural Activities, Department of Recreation, 1000 South Rampart Street
	St. Louis, Missouri November 15-18	John A. Turner, Recreation Superintendent, Municipal Courts Building
	Prince Georges and Montgomery Counties, Maryland November 29-December 2	Mrs. Ellen E. Linson, Recreation Director, Prince Georges County, 4811 Riverdale Road, Riverdale
Mildred Scanlon Social Recreation	Portales, New Mexico October 18-21	Joseph F. Dickson, Chairman, Division of Health and Physical Education, Eastern New Mexico University
	Lubbock, Texas November 1-4	A. C. Hamilton, Superintendent of City Recreation
	Oklahoma City, Oklahoma November 15-18	Alvin R. Eggeling, Director of Recreation
	Texas State Teachers Association, Fort Worth, Texas November 26 and 27	Miss Mary Buice, Vice-President, Recreation Section, TAHPER, University of Texas, College of Education, Austin
	State of Oklahoma December 6-16	George E. Hull, Assistant 4-H Club Leader, Extension Service County Agent Work, Stillwater
Grace Walker Creative Recreation	Williamston, North Carolina November 1-4	W. A. Holmes, Principal, E. J. Hayes School, Box 111
Frank A. Staples Arts and Crafts	St. Louis, Missouri October 4-7	John A. Turner, Recreation Superintendent, Municipal Courts Building
	Grand Junction, Colorado October 11-21	Eugene Hansen, Director, Recreation Commission, 728½ North 9th Street

Members of the training staff will be in attendance at the National Recreation Congress, St. Louis, September 27 - October 1, 1954.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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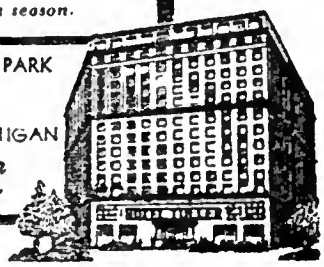

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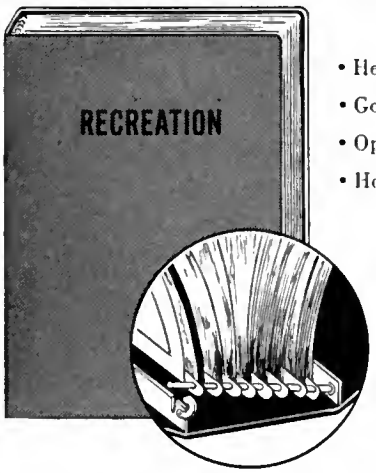

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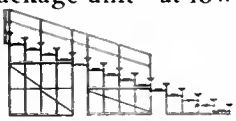

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On the Cover

A production of "The Shoemaker and the Elves," illustrating the charm of children's make-believe world, which was presented in Peoria, Illinois. It was directed by Miss Hazel Conrad, principal of the Irving School. Photograph courtesy of the *Peoria Star.*

Next Month

The story of the 36th National Recreation Congress in St. Louis, photographs of delegates in action, one of the principal addresses. The Christmas season is welcomed with "The Case History of a Christmas Hobby," an account of an excellent city-wide carol program, suggestions for decorations, an article on the Boeing Airplane Company Christmas party in Seattle, and one on making your own Christmas cards. Administrators will be especially interested in "Recreation Facilities and Equipment" and will not want to miss "A Volunteer Program for Older Persons," which tells the story of the Senior Citizens' Service Corps in New York City.

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Affiliate Membership

Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 8 West Eighth Street, New York 11, New York.

Olga Madar

Editorial

An Industrial Union Recreation Director Speaks . . .

RECREATION NEEDS SALESMEN!

"Wait a minute," protests a local recreation chairman. "Shouldn't recreation programs come from the needs and wants of the people? Why do we have to sell it?"

We sometimes have to sell recreation because folks don't always recognize their own needs. This sales job is known more formally as "educaton of tastes."

Our toughest sales task is in the area of cultural recreation. The term "cultural" is unfortunate. Ask the man on the assembly line what thoughts pop into his head when you mention culture. He's likely to tell you he thinks of Rockefeller in the art gallery, Mrs. Gotrocks adjusting her pince-nez for the first act of *La Boheme*, and some stuffed shirt snoring through Shakespeare.

It's too bad culture has been used as a "front" by some people who can afford the best of it, but enjoy so little of it. There are long heel marks leading to every concert hall in America—left by husbands who have been dragged there.

The same two strikes called on recreation in general are also tossed at cultural activities. They were thrown at us from Plymouth Rock and from the covered wagon trails. The Puritans and the pioneers regarded play as not only unnecessary but even sinful. The men and women who "played" in those times were shiftless sinners. They had to work long days—to survive. We have a way of carrying along ideas from one generation to the next without asking ourselves how the custom developed, or if it applies to our present needs. Some people still think of play as unnecessary and frivolous—just for children.

Another low blow to cultural activities is the idea, so often found, that education is just a matter of teaching kids how to make a living, rather than how to live. But education these days shouldn't be just the three R's. The schools—if they're good schools—are trying to educate the *whole* child. They are trying to educate his body, his emotions, his mind. But let taxes go up, or let some parent think children aren't learning readin', 'ritin', and 'rithmetic, and the cry goes out: "Cut the frills!" The so-called "frills" are those subjects which teach children how to live. It seldom occurs to parents it may be the television set and not the art class which is keeping Junior from learning his long division.

We wish we could sell recreation just for its own sake. But even our most idealistic recreation authorities admit we have to resort to sales gimmicks occasionally—gimmicks like the dollar sign.

For example, maybe you, as a recreation leader, have never thought of yourself as a mental health worker. But prominent psychiatrists say you are. They say that recreation is important to the improvement of mental health. You can't put an exact price tag on what recreation means to mental health. But you can look at the whole bill we Americans pay every year for mental illness: one billion tax dollars! Any small amount that recreation programs can do to help prevent the tragic waste of human personality and the staggering expenditures for rehabilitation is worth the effort.

A program to aid better mental health must be a balanced program. Letting the workers choose their own activities is a procedure we endorse. Why then, do "creative" activities get left out? People have the need to create. Why don't they recognize it? Why don't they demand art classes, string quartets, and book review clubs as eagerly as they do softball leagues, cribbage, and sewing?

There are several reasons for this, reasons you need to know as a recreation salesman. First, because of the former emphasis by companies on all-star athletic programs, the idea has grown that team sports are the most important activities in industrial recreation. This is not true, of course. Team sports are only a part of the program.

Then we get back to the high-falutin' picture of "culture" thought up by folks who think they're either too he-mannish or too poor to bother with the fine arts. You have to do a real sales job to convince these fellows there's a place for them in front of the easel, or in the local chorus.

Another very common stymie to cultural activities is the wrong idea that you have to have talent to enjoy art, music, and literature. As a matter of fact, it may even be the other way around: people with less talent might have more fun in learning, expressing themselves, and enjoying their creations. It's tough to convince people of this. But if you have ever seen a finger painting done by a four-year-old you know beautiful art is not produced just by trained talent.

Perhaps one of the best ways to get interest going in these activities is to chuck the time-honored questionnaire which asks, "What would you like to do?" Instead, find people who are already engaged in these activities on their own. Recruit them as leaders, as instructors. Give them prestige, responsibility, and a chance to display their talents. You may find they'll rally the rookies around them much faster than any persuasion on your part.

The competitive aspect of these apparently non-competitive activities could also be used as interest-getters. Contests and shows are almost sure-fire for prodding folks into hobbies that will be fun for them. Photography contests, hobby shows, talent nights are examples of pleasant competition.

It's a lot easier, during summer days, to sell the local a softball team or a golf league than it is to sell them a class in ceramics. But creative activities belong in our program.

Let's put them there!

MISS MADAR, *director of UAW-CIO Recreation Department, Detroit, was a discussion leader on one of the panels for the Recreation for Business and Industrial Workers meetings at the Thirty-sixth National Recreation Congress.*

Condensed and reprinted from UAW-CIO *Recreation Round Up*, May-June 1954.

Things You Should Know . .

▶ The 36th National Recreation Congress in St. Louis, from all reports, was one of the best from the point of view of content, accomplishment, good meetings, professional attitudes, attendance. With about 1,400 registrants, all forty-eight states, the District of Columbia, and seven foreign countries were represented. *Materials from the Congress—full report, pictures and one of the good addresses—will appear in the December issue of* Recreation.

▶ Have you ordered your 1954 Congress Proceedings? As usual they will contain all addresses, including that of Dr. James W. Clarke, in full, the summaries of all sessions, and will be priced at $2.25. As the size of the printing is based upon advance orders, make sure that you will receive a copy by placing your order *now*.

▶ The 37th National Recreation Congress will be held in Denver, Colorado, next September. Make your plans to attend. Watch Recreation for further announcements and details.

▶ Since the St. Louis Congress, the Utah Recreation Society and the Idaho State Recreation Society have become affiliated for service with the National Recreation Association.

▶ The Education-Recreation Section of the National Social Welfare Assembly, in preparing for a discussion of recreation at its next meeting, has asked the cooperation of the National Recreation Association. The meeting will take place at the Hotel Roosevelt, New York City, on December 6 and 7.

▶ New Addresses: The National Recreation Association, 8 West Eighth Street, New York 11, New York; The American Institute of Park Executives, 143 South Lincoln Avenue, Aurora, Illinois; The National Congress of Parents-Teachers, 700 N. Rush Street, Chicago 11, Illinois; American Youth Hostels, 14 West Eighth Street, New York 11, New York.

▶ A new Children's Bureau publication (No. 347) has just been announced*. Under the title, *The Adolescent in Your Family*, it completes the series of five Bureau bulletins to help parents in their relationships with their children through all stages of growth.

▶ The first progress report in the school facilities survey of the Federal Security Agency's Office of Education carries some pointed comments on the need to update designing methods, according to the *Architectural Record*, May 1954. The report cites the modern emphasis on the educational process of "learning by doing," which implies necessity for larger spaces so that boys and girls have room to try things for themselves. It further states, "Modern school plants must be designed to provide for numerous community uses. Activities which often must be incorporated into school-housing plans include adequate space for community and educational meetings; shops in which farm machinery can be repaired by the farmer himself; community libraries; community canning; evening classes of various kinds; youth organizations; and facilities for community physical education and recreation, both indoors and out."

▶ Unusual Christmas cards are again available from the Metropolitan Museum of Art, Fifth Avenue at Eighty-second Street, New York City. These are reproductions of masterpieces of art, in black and white or in full color, ranging in cost from five to fifty cents. A free, illustrated catalog is available upon request.

▶ A constantly growing need for persons professionally trained to work with the physically handicapped has been announced by Lawrence J. Linck, executive director of the National Society for Crippled Children and Adults, the Easter Seal Society, 11 South La Salle Street, Chicago 3, Illinois. Twenty per cent of the skilled professional positions in the 874 facilities of the Easter Seal Society nationwide are vacant. Mr. Linck added that this percentage will increase as rehabilitation services are expanded under current plans. Almost two hundred positions for program directors, physical therapists, occupational therapists, speech therapists, special education teachers, medical social workers and psychologists are available, as well as more jobs in the administrative force. These positions are in treatment-training centers, convalescent hospitals, diagnostic clinics, rehabilitation centers and other types of services.

▶ The executive director of the National Recreation Association, Joseph Prendergast, has just embarked upon a recreation tour of Ohio and Illinois for the first ten days of November. Among other meetings and conferences, he will attend the Fifteenth Anniversary of the Lincoln Community Center where he will be the principal speaker on "The Responsibility of the Private Community Center for Recreation," and the banquet of the Illinois State Recreation Conference sponsored by the Illinois Recreation Association.

▶ American Homeowners' Expenditures in the "do-it-yourself" market will be $35,000,000 in 1954 according to a report in the New York *Times* business section, March 7, 1954, by Alfred R. Zipser, Jr. The home games industry is another phase of this "renaissance of home life," says the report. According to Mr. Robert B. M. Barton, president of Parker Brothers, Inc., one of the leading producers of games, this industry took in about $6,000,000 five years ago, but in 1954 should exceed $24,000,000—an increase of over four hundred per cent.

*Available Superintendent of Documents, Government Printing Office, Washington 25, D. C. Twenty-five cents.

Corrections

October issue of Recreation, page 452: In the listing of the National Recreation Association National Advisory Council, Jesse A. Reynolds, National Advisory Committee on Recreation Research, is director, Department of Recreation and Parks, Richmond, Virginia.

October issue of Recreation, page 510: Books and Pamphlets, *Shallow Water Diving and Spear Fishing*, Cornell Maritime Press—correct price $4.00; *Choosing the President of the United States*, Carrie Chapman Catt Memorial Fund, Inc.—correct pp. 43, correct price $.25.

NEW MEMBERS of the BOARD of DIRECTORS

The National Recreation Association is proud of the devoted, outstanding service given by the lay members of its Board of Directors, the policy-making body of the National Recreation Association. The following members have been recently elected to this board:

Mrs. Rollin Brown
(Ethel Guthrie)
Los Angeles, California

MRS. BROWN is president of the California State Recreation Commission, president of the Los Angeles Recreation and Park Commission, and vice-president of the National Parent-Teacher Association. She, as a lay person, has had wide experience in giving active service in local, state, and national agencies providing education and recreation service for the people, and has attended many national and district meetings of the National Recreation Association.

William S. Simpson
Bridgeport, Connecticut

MR. DUKE is president of the Duke Family Foundation, president and director of Boys' Harbor, and director of the U. S. Bobbin and Shuttle Company. Following World War II, in which he served as a lieutenant-commander, Mr. Duke became actively interested in public service, giving time and thought especially to underprivileged children and race relations. His interest in international affairs led him this year to make a world tour where he met and consulted with leaders in recreation in many foreign lands, particularly the Far East.

Henry W. Meers
Chicago, Illinois

MRS. FRAME has taken an active interest in all phases of recreation for all ages and represents the second generation of family interest in the National Recreation Association. She has attended national and district meetings, has followed closely the work of the Association, has helped to secure contributions for its work, and believes in having a strong citizen service agency to back up the work of professional recreation leadership.

Mrs. Howard Frame
(Anne Parsons)
Los Altos, California

MR. MEERS is Chicago resident partner of White, Weld and Company, and director of North American Life Insurance Company, Lennon Wall Paper Company, Continental Check Corporation, and many other corporations. He has served on the Association's Chicago Finance Committee since 1950 and has been its chairman since 1952. He has attended the national recreation congresses, and believes the Association is serving an important function to the nation and to the world. He has been active in Chicago civic life, serving on various boards of agencies working in behalf of youth.

Mrs. Richard Riegel
(Edith du Pont)
Montchanin, Delaware

MRS. RIEGEL for many years has been deeply interested in the problems of children and youth and has given time to working on various civic and social problems. She has been actively interested in the program of the National Recreation Association for a long time and has rendered valuable service in building financial support for its services.

Anthony Drexel Duke
Locust Valley, New York

MR. SIMPSON is vice-president and secretary of Raybestos-Manhattan, Inc. He has been particularly interested in helping to provide playgrounds and sports opportunities for children and youth in his own city. He also feels strongly that industry has a responsibility for seeing that adequate recreation opportunities are provided in industrial areas for workers and their families, and has taken an active part in district and national meetings related to recreation. He has recognized the importance of a central agency such as the National Recreation Association and has been active in securing financial support for it.

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Letters

Hospital Recreation Leadership

Sirs:

I have read and reread the most stimulating article, "Professional Leadership in Hospital Recreation," RECREATION, September 1954, and I want to thank Dr. Edith Ball for her very fine interpretation of the hospital recreation leader.

We have needed this article, as it gives the basic needs and aims of the hospital recreation leader and tells a tremendous story in a clear, concise manner. So often we feel that we are battling our problems alone; but, in reality, the problems are universal and must be worked out by all hospital recreation leaders, through research and more understanding and further interpretation to the hospital staff, personnel, and community. Our status is becoming more secure as we find ourselves integrated into the over-all hospital program.

The article explains the professional status and position of the recreation leader, revealing the many qualifications that must be present in order to sustain the tremendously diversified program required by patients, of all ages and background. Dr. Ball emphasizes that the future of the profession will be stabilized by the leaders of today, and that we must all provide basic materials toward a firmer foundation for future goals of hospital recreation.

Hospital recreation leaders should avail themselves of this article for distribution to hospital administrators in their community. The article clarifies the position, aims, and principles, and, to the uninitiated, it will present a very clear picture.

MRS. ESTELLE J. BELKNAP, *Recreation Director, Children's Hospital, University of Oklahoma, Oklahoma City, Oklahoma.*

* * * * *

Sirs:

I have been a member of National Recreation Association for six years and have enjoyed reading RECREATION very much. I want to take this opportunity to congratulate you and your staff for a job well done.

The September issue was a very interesting one. I enjoyed reading the article written by Dr. Edith Ball and am looking forward to more articles on hospital recreation.

I am interested in knowing just what type of recreation activities are being conducted by other hospitals around the country for the World War I tuberculous, chronically ill, and neuropsychiatric patients, and also the types of in-service training programs for volunteers in hospital recreation.

DOMINIC A. BRUNO, *Chief, Recreation Section, Veterans Administration Hospital, Togus, Maine.*

* * * * *

Sirs:

I have just read with interest Dr. Ball's article. She has brought together into one short article many important points about this "baby" in the recreation family. I only wish her article could be made required reading for those who accuse hospital recreation workers of "playing with the patients all day!"

Few outsiders realize the great responsibility entailed in providing a recreation program for those who are physically or mentally ill and the great possibilities for assistance—or harm—to these patients in such a program. I might add that few outsiders realize either the great satisfaction to be derived from service to the hospitalized. If they did, there would be no difficulty in filling all job openings with well-qualified people in spite of the low monetary returns.

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I feel sure that other hospital recreation leaders join me in the hope that the success of this article will lead to your publishing more of the same high caliber on various phases of hospital recreation.

MISS ROSEMARY WARD, *Recreation Supervisor, American Red Cross, U. S. Naval Hospital, Portsmouth, Virginia.*

School Issue

Sirs:

Congratulations on your very fine School Issue of RECREATION magazine, September 1954. This publication is particularly well-timed on our behalf as we have just instituted a new course entitled "Recreation and the School," now required of all physical education majors. It is my intention to make this issue required reading for this course.

I have asked our student book store to order two hundred copies of this issue.

Again our heartiest congratulations on this special issue. It will no doubt be well received by educators across the country.

STANLEY R. GABRIELSEN, *Assistant Supervisor, Department of Physical Education, University of California, Los Angeles.*

Memorial Recreation Park

Sirs:

Due to the gratifying and outstanding developments in the field of community recreation, I wish to pass on the word concerning the realization of an impressive project promoted by the Borough of Crafton, a suburb of Pittsburgh, Pennsylvania.

As recreation director of Children's Hospital of Pittsburgh, it was my privilege to accompany a group of patients to a picnic held at Memorial Recreation Park of Crafton. The outing was arranged at the invitation of one of our Gray Ladies, Mrs. T. R. Day of Crafton. In previous years she had the picnic for us in her garden; however, since this is the first year of existence of Memorial Recreation Park, she suggested that it would be an ideal setting for the event. It was the first "big picnic" to be taken to the park, and it was delightfully successful.

The park is located in a wooded section of Crafton. The property was purchased by the borough and developed as a community project through the sincere and effective cooperation of groups and individuals. The park area with its natural "woodsy" setting preserved, was easily traversed by the patients who were required to be wheeled about in carts and by those who were limited in their moving about on foot. Roadways, paths, and the large well-designed shelter were accessible to the station wagons which carried our patients to the outing. A very desirable playground, equipped with popular apparatus; a softball field, located far enough away from the picnic table area and the playground for safety; drinking fountains and water faucets; ovens; well constructed and fitted rest rooms are among some of the features included in this project.

Memorial Recreation Park of Crafton is an example of the admirable spirit which is typically American.

MRS. FRANCES B. EWING, *Recreation Director, Children's Hospital of Pittsburgh.*

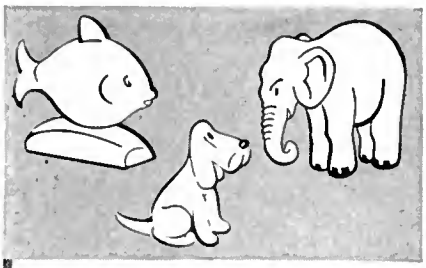
Rol-Bac Basketball

Sirs:

I would like to take this opportunity to tell you how tremendously pleased we are with the wonderful story you gave Rol-Bac basketball in the April issue of RECREATION.

We have received many, many letters from various organizations who wanted information on it for use in their physical therapy rooms, and I am sure many more requests will be coming in because of that fine story.

JAY ARCHER, *National Commissioner, Biddy Basketball, Brooks Building, Scranton, Pennsylvania.*



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Virginia boasts more than fourteen hundred picnic tables in roadside units.

HIGHWAYS ARE HAPPYWAYS

William M. Hay

YES, HIGHWAYS are happy ways when they lead through the state of Virginia. From the Blue Ridge to the Tidewater and from Yorktown to Cumberland Gap, the highways of the Old Dominion are spotted with many delightful recreation areas. This is the result primarily of the ingenuity and foresight of H. J. Neale, landscape engineer, Virginia Department of Highways, who was one of the early pioneers in the promotion and advancement of America's roadside development. For more than twenty years, through the highway department, Mr. Neale has endeavored to provide for the safety, comfort, and pleasure of the touring public. The treatment of roadsides with slopes properly graded and covered with soil-protecting vegetation has tied the highways into the beauty of the countryside; indigenous flowering trees and shrubbery have been added to enhance the native landscape.

Since we are here concerned primarily with the recreation aspect of the Virginia highways, however, we will not go into detail about the safety, comfort and beauty that have been so well provided. These are, however, very important parts of the total program.

While highway boards and commissions have questioned the value of the spending of money on roadside recreation features, the wisdom of so doing is well substantiated. Highway traffic studies have shown that well over fifty per cent of all automobile travel is purely recreational, and in the travel season nearly two-thirds of the total traffic is recreational. More than half of the revenue from gasoline and other levies against the automobile is therefore obtained from pleasure travel. It will continue to grow as a source of revenue. Consequently, the expenditure for recreation values and facilities along America's highways is not only justified, it has grown to be an obligation.

The Virginia wayside program began in 1931, with a donation by the Honorable Joel Flood of one acre of land surrounding the Memorial Bridge at Appomattox River in Appomattox County. Since then it has grown to include forty-five waysides, more than 1,400 picnic tables and 1,249 historic markers. The majority of the waysides are less than five acres, sufficient for two or three picnic tables and a small fireplace. Ten are over twenty acres, with one elongated area covering one hundred acres and bordering the Maury River in Goshen Pass. The total area involved is 477 acres.

Most of the wayside parks are provided with parking areas, tables, fireplaces and sanitary toilets. The larger ones, in addition, provide drinking water and shelter buildings and in some cases play areas. The George L. Carter Memorial Wayside on U.S. Highway 11, eleven miles west of Wytheville, consists of twenty-nine acres, has a large brick shelter, twenty-six feet by forty-six feet, with modern toilets, fifty-four picnic tables, thirteen fireplaces, seven drinking fountains, and a parking area that will accomodate three hundred cars. This park is in constant use from early spring until late fall. Being located in a rural section, it provides opportunities for various individual, family, group and community activities. There are only a few areas as extensively developed as this but its popularity is proof of its value.

All of the areas and their improvements are appropriately designed. Attractive signs are in native timbers, the shelters,

WILLIAM M. HAY *is special field representative of the National Recreation Association for the southern area.*

comfort stations, picnic tables and ovens are very durably and attractively constructed. The picnic tables placed along the highways, of which there are more than fourteen hundred, are invitingly and conveniently located for the traveler. Each area provides an opportunity for rest, relaxation and recreation. Every effort is made to locate these facilities on heavily traveled highways and at such intervals or places as will most adequately serve the public.

The larger areas, which have assumed the nature of a county park, such as Carter Memorial, Amherst, Hanover, Pittsylvania and Stafford, are supervised and maintained by a caretaker who lives on the wayside, the others by the regular highway maintenance crew. Each is periodically cleaned up and all facilities and equipment kept in an A-1 state of repair. This has influenced the attitude of the user, and he usually leaves it in the same good condition as he finds it. In 1951 it cost $31,053.60 to maintain the 477 acres of wayside areas. In addition, the 1,058 picnic tables located on roadsides cost an estimated $27,508.00. All this was an average cost of less than six cents per person per year. Since then the per capita cost has been considerably reduced.

Mr. Neale says, "The public, in general, is very cooperative. When trash barrels are available *in close proximity*, most people use them. There are times, however, when watermelon parties leave unsightly messes on the tables. Last year (1953) we spent $68,692.26 on the maintenance of all waysides." An excellent set of rules and regulations for the administration of the waysides has been adopted by the department of highways. They cover every important problem that might be anticipated.

Mr. Neale, in speaking of the total recreation picture in Virginia, continues: "Although a wayside of over five acres might be considered far remote from legitimate highway expenditure, the use and safety value of these to tired motorists fully justifies the cost. When our major wayside system was first established it was felt that the larger areas would eventually serve as county parks as well as roadside rest areas. As such, counties would operate and maintain them in future years, thus relieving the highway department of this responsibility. The county park authority act makes this possible. It is my personal hope that this will be the means of promoting a park in every county of the state that does not have facilities such as national or state parks.

"The state highway commission is anxious to be relieved of the responsibility of maintaining these larger waysides. It is willing to continue to share the responsibility, insofar as highway traffic is concerned, and I am sure will agree to maintain small picnic-table sites along the highways on any of these areas. We are most anxious to extend our recreation dollar to other areas, to the end that our highways will serve as veritable parkways, joining recreation areas with recreation highways—highways devoid of unsightly objects, free from litter and trash, pleasing, restful and safe."

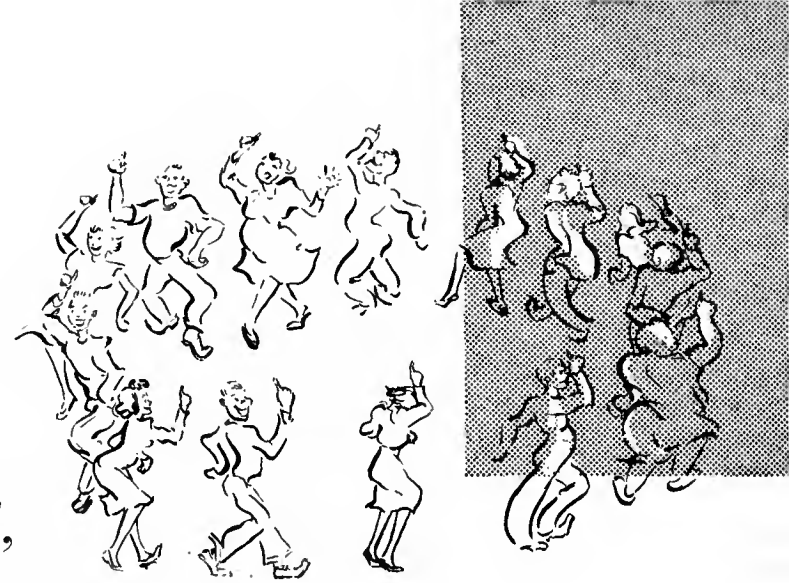
The people of Virginia are fortunate in having a state highway commissioner and a commission that appreciate the value of recreation, safety, and comfort of those who travel the highways of the Commonwealth of Virginia.

Roadside development, with its turnouts, rest areas, picnic tables and waysides, represents another important link in the over-all recreation opportunities in America. It is important because almost everyone is a user of these facilities. With the rapid increase in pleasure drives, week-end trips and touring vacations they gain a growing importance each year. Greater consideration shall be given their relative value to recreation, especially by those of us in the recreation field.

Many states have gone far with this important phase of recreation. Ohio, Michigan, Oregon, Texas and Florida, to mention a few, have all done outstanding jobs. Many of these have moved into an important role in filling in the gaps at the local level left by state and county parks. In time they will play an even more important role.

Shelters and restrooms, such as this one at the Goshen Pass Wayside, are constructed to be both durable and attractive.

This sylvan wading pool is part of the Stafford Wayside, one of the larger areas which has its own resident caretaker.



FOLK DANCERS, We're Overlooking Our American Jazz Tradition

NOTICE, at any American folk dance camp, how dancers perk up when someone sidles to the piano and plays boogie woogie. Watch how dancers start swaying and swinging when someone puts on a jazz record. For, no matter how beautiful and spirited the figures they have been learning, nothing really "sends" them like jazz. The reason is simple: it is our music, part of our tradition, as jolly, earthy, and lovely in its way as the finest in the European tradition, and much more catchy to us, since it is the music on which we have been raised. It is high time that dance leaders recognize this great folk heritage of ours and use it.

Even the few attempts to introduce jazzlike rhythms into folk dancing have gone over big, for example, in the "Five Foot Two" mixer, "Sentimental Journey," "Tennessee Saturday Night," and, in the square dance field, "Alabama Jubilee." This indicates a hunger among our folk dancers for jazz—and what little effort is made to satisfy it.

Our round (couple) and square dances, as lively as some of them are, do not have what it takes to appease this hunger. While they have developed interesting forms in various parts of our nation, none are authentic in the sense that jazz is authentic. Their European ancestry is evident. And none can affect an American crowd like a haunting New Orleans blues or a hot Dixieland stomp.

Jazz is our folk music, originally created by our Negro people out of the heritage of white folks and their own African heritage. From Christian hymns, Bible stories, folk and work songs, African chants and rhythms came our beautiful spirituals, blues, and robust jazz tunes. Europe's music intelligentsia acclaimed jazz as something vitally new and significant at a time when America's music intelligentsia sneered at it as honky-tonk, predicting its early death. Today a tremendous appreciative literature on jazz has been built up on both sides of the Atlantic; books, articles, papers and entire magazines are devoted to the new music.

Like any genuine folk music, jazz has stood the test of time. In America this has meant survival and growth against misunderstanding, outright calumny and commercial faddism. Jazz has lived through the "sweet" period of the 1920's, the "swing" era of the 1930's, and the "be-bop" frenzy of the 1940's, and is now more widely appreciated than ever. This should not be surprising for it has solid, earthy qualities typical of music of the common people everywhere — the heartfelt pathos of, let us say, "Winin' Boy Blues" and the lusty humor of "Sister Kate."

The present period of wider appreciation of our jazz music has been erroneously called a revival of Dixieland jazz. There really is no revival, for authentic jazz—since its birth about the turn of the century—has never died. And while there is controversy among jazz lovers

DR. ARTHUR KATONA, *a sociologist, has major interest in community living, adult education and various folk arts.*

Arthur Katona

Sketches by Verna Wendelin Katona

This group relishes the spirited circle dance patterns of the popular Big Apple.

as to what is authentic, just as there is similar controversy among folklorists, it may be said that the term Dixieland refers to the music improvised by small groups of jazz musicians following a tradition laid down years ago by southern Negro players, particularly in New Orleans.

Like all folk musicians, jazzmen play as they feel; they express their whole emotional being. In jive lingo, they play for "kicks" not for "chips." A small group, say six, will choose a basic theme—it may be a slow blues like King Oliver's poignant classic, "Mournful Serenade," or a lively ditty like Kid Ory's "Muskrat Ramble"—and improvise on it, individually and collectively. They will create, as the mood dictates, beautiful solos, harmonies, and counterpoints, always in cooperation and around the original theme. It is said that the first spirituals were sung in this manner by Negro slaves: individual voices, feeling the "spirit," would sing out and, alternately, the whole group would join voices in a moving unison.

Folk jazz (New Orleans and Dixieland) is played today by small groups led by such musicians as Art Hodes, Kid Ory, Lu Watters, Muggsy Spanier, Eddie Condon, Sidney Bechet, Doc Evans, Zutty Singleton and Wingy Manone. These men, players all, remain true to the folk tradition. Often the big dance bands with big names do not play authentic jazz, any more than the commercial hillbilly bands play the genuine mountain music of Appalachian Mountains folks.

It is amazing, then, with our vigorous jazz tradition that folk-dance leaders lean on European patterns, hash out new routines, or bemoan the lack of true American forms. They are overlooking the heritage of music, song, and dance right under their noses.

Take the exuberant jitterbugging spread all over the world by our irrepressible GI's, to the delight of dance lovers everywhere. Few folk dances can match its vitality, effervescence, and rhythmic flow. It has a joyous adandon all its own, vividly termed by its devotees as "out of this world" or "in the groove." It is one of the most creative of all dance forms, allowing a couple to improvise as freely as their enlivened imaginations and charged feet permit, and always in keeping with the jazz music which "sends" them. It has regional styles and even individual styles. In it may be combined such standard jive patterns as the Shag, Charleston, Lindy Hop, Oklahoma Stomp and Finale Hop.

The grotesque acrobatics of some jitterbugs are not typical of the dance. They are commercial excesses put on for show, or are the publicity-seeking stunts of a few screwballs. The same extravagances occur among folk and square dancers. See, for instance, the article, "Whither 'Western' Square Dance?" in RECREATION for November, 1950, and the flood of letters about it in succeeding issues of the magazine.

Lloyd Shaw, one of our leading dance authorities, has recognized the folk spirit in jitterbugging and has declared in his *The Round Dance Book* that jitterbugs are the true folk dancers of today; but like virtually all folk dance leaders, he leaves this American tradition out of his teaching sessions. As far as I know, only one folk dance institute (a national recreation school) includes jitterbugging in its curriculum.

Some of the components of jitterbugging, such as the Shag, Charleston, Lindy Hop, Oklahoma Stomp, and Finale Hop, already mentioned, may be danced as separate patterns in their own right. From them folk dancers may derive much inspiration and many ideas, to say nothing of the fun in doing them.

Jazz has rollicking group dances to offer in addition to its couple and individual figures. The Big Apple, a folk circle that came up from the Negro South, is a spirited example. In its circular "trucking" it has the communal feeling of a European *kola*, and in its "shine" steps it has the individual creativeness of jazz solos. Like the jitterbug dance it has a variety of picturesque patterns—Susy Q, Truck, Washboard Stomp, Swing High-Swing Low, Peck, Sissy-Pants, and more.

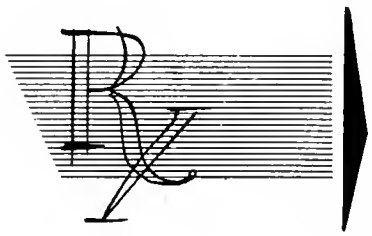
Unfortunately, northern promoters and faddists took hold of the Big Apple and it died from an overdose of commercialism. It needs to be resurrected in its original folk form.

Another jolly circle dance, similar to the Big Apple but simpler and more routinized, is Truckin' Around the Mountain T and T. A Negro girl led it with such jive gusto one afternoon at a national recreation school that it was called for at almost every evening party of the school. Incidentally, this school is truly folk, with people of various races sharing dances, songs, and games. Here, we may follow an example in democracy originally set by jazz musicians who draw no color line but play together as fellow artists in a superb folk tradition.

Finally, we can draw from our Negro people today fresh vigor and novel beauty for our folk dances. There is available for us the sophisticated jive of urban Negroes, mainly in the North; and there is the simpler tradition of the rural Negro South. Just as white musicians cooperated in the development of our jazz heritage so may we cooperate in the development of a folk-dance heritage.

We are all Americans, after all, and should be proud of the contributions of our people toward a common culture. Let us make use of a folk tradition long ago hailed by Europeans as a new thing of beauty.

Guidance for recreation leaders when dealing with the problem child.



REMEDIAL RECREATION

in a Chil

A PROBLEM which every now and then confronts the recreation worker and, in fact, all agencies which deal with children, is the child who is constantly rejected by the group whenever sides are chosen for a game or for other organized activities.

After studying this problem at the Pleasantville Cottage School, New York, I found that most of those unwanted children were deficient in neuromuscular coordination and showed various degrees of emotional disturbance. They lacked the rhythm and grace which is so necessary in normal play. The rest of the children felt that these individuals were hampering their activities. Children are that way.

This bothered me and I kept asking myself, "What is to be done with these unwanted children?" Some way, some answer had to be found whereby they might become insiders instead of outsiders. Children need so much to cling to something solid, something that will give them security. Therefore we needed to create some situation wherein they would not only be accepted but in which they wou'd be given an opportunity to work out this problem for themselves.

As in the case where a mother is helping her baby to walk, the baby feels security by clinging to the mother's hand. When enough security has been built up and enough practice has conditioned the legs, the baby slowly begins to walk by itself. There develops an empathy, a feeling of shared closeness which enables the child to grow.

Composition of Group. After discussing the situation with the appropriate departments at the school, it was decided that there was great need for a remedial activity group. For the benefit of the child it was called the Beginners' Athletic Club. The word "beginners" had the same connotation perhaps for the child as it has for the adult who has been a wallflower all his life and is now going to Arthur Murray's to learn how to dance. It was this word which forced out of the child any feeling that this was an activity for ugly ducklings or for those who were "different." We were simply starting an activity for all those who needed help.

Referrals came from the social service department, the medical department, cottage parents, and activity workers. The thing that drew children to the group was the fact that they all had a common problem; they all wanted to learn so that the rest of the children would accept them. This spirit helped to create a strong homogeneity within the group, which manifested itself in two very important ways. First, it gave each child a feeling of belonging,* a feeling of being wanted instead of unwanted; and second, it was a great aid to the instructor in that it crystalized and narrowed down his problem, his purpose and his goal.

Aims and Approach. The aims of this program were constructive; that is, to build up, to develop not just ball players or athletes, but something within the child himself so that he would be able to continue on his own. This something perhaps could be identified as self-confidence built up through achievement. Achievement, however small the steps, is supported at all stages by a guiding hand of a trusted adult.

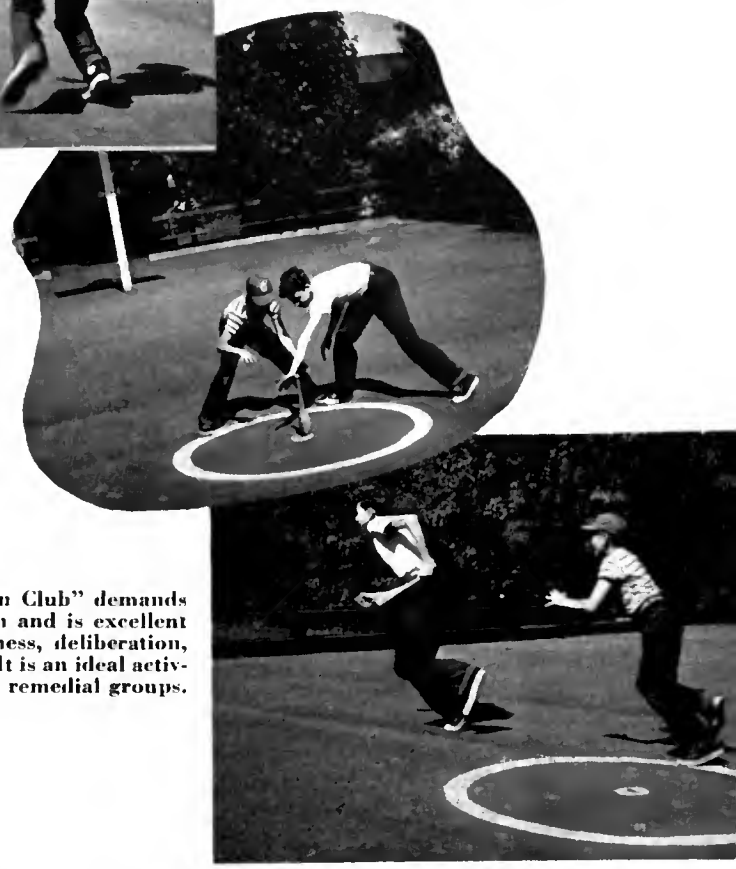
The first group of fifteen boys, whose ages ranged from nine to twelve, met on three mornings a week for sessions of one-and-a-half hours. The program was planned so that no child felt a stigma in being in a special class; otherwise the value of the program would have been negated from the start. Everything went along casually. A rating chart, devised for each participant, presented: (1) a medical report and a recommendation; (2) a recommendation of the social service department; (3) a daily evaluation of the child's activity in terms of his physical, emotional, and social development. (It was significant to note that the twelve-year-olds didn't feel out of place in the presence of the nine-year-olds. So strong was this urge

* You can detect when the child is entering into this feeling of belonging. He loosens up: he is not as tense as he was. There is a new sparkle in his eyes; a smile of friendliness radiates from him. He begins to straighten up. He speaks out. He is taking part in the activity. He no longer gazes at the floor; he looks at you and feels proud.

Condensed from "Recreation and Personality Adjustment," a study based on eight years of programming in the Pleasantville Cottage School, New York, prepared in cooperation with the department of physical education at Yeshiva University, New York.

Charles Baker

Care Institution



"Snatch the Indian Club" demands spontaneous action and is excellent training for alertness, deliberation, and coordination. It is an ideal activity to be used with remedial groups.

to learn that it obviated any age barrier between them.)

Let us take Oscar for example. In addition to his physical underdevelopment, we saw in him a highly disturbed, fearful nine-year-old. From his case worker we learned that he was admitted to Pleasantville for truancy. When he did attend school, he did not relate to teachers or children, and was described as a "non-reader, retarded, and mildly unstable boy."

At our first meeting, I noticed that Oscar was constantly blinking his eyes and sometimes twitching his mouth. This we knew to be a manifestation of his severe emotional conflicts. From his cottage mother I learned that he wet his bed every night. He was fidgety and sheepish. He bowed his head from time to time and glanced upward through the corner of his eyes to see if anyone was watching or spying on him.

When I first walked over to him, he cowered and lifted his arms to his face for protection as if he anticipated an attack. I extended my hand to him in greeting, but he did not accept; he kept backing away. Here was a child with such profound inner conflict that it affected his whole self—physically and emotionally.

After he became aware that there was nothing to fear he took his place with the rest and we were ready to begin our first session.

The Program. My first problem was to orientate myself so that I would be able to reach these children. I had to speak to them so that they could understand each word, to talk on their own level, to be very elementary. I had to establish a state of *clarity* which is so vital in working with the confused child.

The first few sessions were devoted to story-telling. The stories were so planned that they were adaptable to the problem at hand. For instance, they were divided into two groups. In the first group were specifically humorous stories to help the children "loosen up" and put them at ease. In the second group were those which illustrated the problems of famous personalities such as Helen Keller, Franklin D. Roosevelt, and others who overcame physical difficulties through their own determination —to fire up a spirit from within.

Their reactions to the stories could be summed up by their most common request, "Tell us more." In order to create a sincere interest in the programs and involve the children in the process, I gave them homework. This homework became a contest in which a prize was offered for the best true story of a world famous personality who had surmounted a serious handicap.

All this was gradually drawing the individuals into a cohesive group. Somebody was paying attention to them; somebody wanted them. Without realizing it, they were becoming part of and contributing to an organized program.

After the story sessions the next step was to adapt games for the group. Throughout the program emphasis was placed upon fun and enjoyment. By planning activities so that few, if any, children would have difficulty in mastering the skills involved, everyone had enough opportunity for healthy physical and emotional release and satisfaction. It is significant to note that the child chooses and usually accepts the activity which has just enough hope and challenge for him. If there is no challenge he may ignore and not attempt it; if the challenge is too great he will re-

cede and make no effort. Where these children had been outcasts, unpopular and withdrawn in more highly organized activities, they now were gradually developing a group spirit and a sense of belonging. With emphasis on joyous play rather than methodical instruction, neuro-muscular coordination and emotional satisfaction were attained.**

One of the games which we found very useful and productive was "Snatch the Indian Club." This game is ideal for any remedial group because it exposes the child to many elements: first, joyous play; then coordination, deliberation, alertness, spontaneous action, sensitivity, and speed.

For the benefit of those not familiar with this game, here is a brief description: Two opponents race from opposite sides of the room toward the club, which is inside a circle three feet in diameter. The circle acts as a restrainer. Any player who steps inside of the circle is out. The object of the game is to snatch the club without stepping inside the circle and get back to the base without being tagged by the opponent. The frequency of motion is small, therefore it is very suitable for the unskilled and neuro-muscular deficient. The spontaneous maneuvering for positions is good training for alertness, deliberation, and coordination when the snatch is completed. The opportunity for spontaneous action applies to both children —the one who snatches has to dash back to the base, whereas the other child must act quickly to tag his opponent before he reaches his goal. You will observe with amazement the development of coordination when an activity is adapted for the child's level.

During Oscar's first tries in the game, he either clumsily stepped into the circle or the other child tagged him as soon as he snatched the club. After a few days of this he jockeyed his opponent into position, allowing *him* to snatch the club so that he could immediately tag him. Here is an illustration of the development of deliberate action and good muscular rhythm.

In addition to this game, we used calisthenics and more complicated activities which demanded skills and coordination, such as jumping rope, marble shooting and ten pins. Then we used a group of activities for body development, such as passing the medicine ball, first with two hands then alternating from right to left hand. We would go on down the line of activities until we were ready for team games.

After a few months of games and activities which demanded greater skill and coordination, the change in Oscar was very noticeable. He was a bit awkward but he was very happy with the group. This adjustment and development was described in one of the cottage mother's reports: "For months after Oscar came to our cottage, he was not permitted to handle dishes. His disturbance was so manifest that whenever he carried a cup and saucer to and from his table we would hear the continuous rattle of the cup against the saucer, and then inevitably both of them were splattered over the floor. Since then he has developed much confidence and is not as disturbed.

"He is slowly taking his place as one of the group. Since he is the 'baby' of the cottage he is not given heavy duties, but is now waiting on tables. The entire group is anxiously watching him. When he reaches the kitchen safely, without any mishaps, a cheer cracks the silence of the room—and a broad shy grin creeps over his cute face. He feels at home, he is secure, and the group is giving him confidence."

After six months of remedial work, Oscar gained enough confidence to enter the football intra-murals. We could see his fears disappearing, and he entered the game with zest. The others on the team were proud to have him and he knew it; this insured his confidence —the confidence which the boys and the adults have in him and the confidence he is gaining within himself. Although Oscar was one of the smallest boys in the football league he received a gold medal at the end of the season for effort, and the same award at the end of the basketball season. He even tried for the junior varsity, although he was not varsity material.

At present we find Oscar pretty well adjusted emotionally and physically. He has no social fears; he is not withdrawn. If a boy hits him, he strikes back. He is an honor student in school and is popular with the staff.

Conclusion. We have learned that:

1. Play is the keynote in the life of the child; his whole life is in his play. Therefore we are fortunate, in that we can *use* this play as a therapeutic tool.
2. The success of the program is dependent upon two factors:
   a. The willingness and desire must stem from the child but the instructor can motivate and instill such a drive.
   b. The activities must be adapted to the child's needs.
3. With proper classification of children and proper classification of activities, a degree of success should be possible for every child. It is upon the basis of earned success that a great majority of desirable social characteristics can be built. This success gives the child a sense of satisfaction and security which is the *answer* to his problem.

A properly controlled and supervised recreation program in a child-care institution sublimates and re-directs many unwholesome behavior drives through joyful play and competitive activities. It is through play that the child creates. The game situation socializes the individual, teaches him to understand and get along with the group. It is through the rules of the game that the child experiences the essence of clarity, judgment and self-control. By respecting the rules, the child learns and practices the principles of democracy, organization and good citizenship. The respect and observance of rules and laws of the game is in essence the creative force or conditioning behind habit-forming behavior and democratic conduct.

** If the reader detects repetitious reference to the establishment of a sense of security or emotional satisfaction on the part of the child, I want to say that I am doing this deliberately. I want to impress upon the reader that unless this feeling of self-confidence comes from the child himself there is no point in attempting therapy because it will be of no avail. It is the technique of this motivation that makes our work so significant.

Henry D. Schubert

"The Schubert Serenaders," a barbershop four, sound off.

The BARBERSHOP QUARTET *in Community Recreation*

EVERYBODY enjoys listening to barbershop quartets. What fond memories they recall of the good old vaudeville days when no bill was entirely complete without one such close-harmony foursome. Today there is a great forward sweeping surge in our nation and Canada to revive this traditional form of American folk music.

Since music plays such an important part in recreation, there is room for barbershop quartets in every public, private, and institutional program. Barbershop harmony points to new avenues of musical interest. Limitless in its wide range of musical expression, it opens the door to stimulating activity for the dormant musical talents within us. It affords opportunity for creativeness, encourages fellowship and relaxation.

Recreation leaders emphasize the carry-over value of certain activities. Barbershop quartet harmony gives the high school boy as well as the older man much satisfying pleasure. One never grows too old to enjoy singing.

Many may achieve the joy of creation through writing lyrics of songs, others by composing and arranging the music for male voices. The singers strive for satisfactory results with phrases and endings embellished with fancy swipes so dear to the ears of ardent barbershoppers. Although the piano might be used to master the various combinations of notes and chords, all songs are unaccompanied.

People ask, "What is barbershop harmony?" Observers and students of music have been in search of the answer for some time, but have not yet formulated a satisfactory one. However, barbershop quartet singing in an organized manner came into being in 1938 when men who enjoyed harmonizing met in Tulsa, Oklahoma, at the invitation of O. C. Cash. This meeting, which prompted newspaper headlines to ask "Is Barbershop Harmony a Thing of the Past?" brought music lovers from all over the country to that city demanding that barbershop quartet singing be preserved. These men passed their enthusiasm on to others, and the Society for the Preservation and Encouragement of Barbershop Quartet Singing in America was founded.

Today SPEBSQSA numbers six hundred chapters with a membership of approximately thirty thousand music-loving harmony singers. Within its fold are more than two thousand quartets and four hundred choruses. Although its name has been the cause of considerable merriment, its membership rolls reveal the names of former opera singers, orchestra and band performers, college and school music teachers, choir and glee club singers, men of all professions and walks of life.

The uninitiated may think barbershop harmony is easy, crude, and mechanical. Actually it is complex, difficult, and more exacting than other kinds of four-part vocal music. Let the skeptics listen to a smooth blending phrase with a few typical changes and slides as sung by a good barbershop quartet and compare its voicing and blend with that of a traditional type quartet. One soon understands why the confirmed barbershopper prefers to adjust various tonal combinations and chords to his sensitive ear. It is this departure from the conventional style of song arrangement which has accounted for the enthusiastic acceptance of this style of music.

Many barbershoppers prefer to sing by ear. Barbershop harmony contains the elements of folk music, particularly

MR. SCHUBERT *is superintendent of recreation in Dearborn, Michigan, and president of the Detroit Chapter SPEBSQSA.*

in its improvisional character. Because of its spontaneous technique, its social values may outweigh its musical significance.

Many municipal recreation departments are cooperating with local chapters of SPEBSQSA. Inglewood, California, has a happy relationship with barbershoppers who meet in its recreation club. Alexandria, Virginia, turns over the facilities of its recreation center to the singers of the community. Rouge Park Community Center in Detroit houses the regular meetings of a suburban chapter. The recreation department of Mobile, Alabama, invites the harmonists to its recreation center; and in Huntington Park, California, recreation officials reserve a place in Corona Center for these singers. This number could be increased.

Park and recreation departments call upon the SPEBSQSA quartets to sing at band concerts, civic celebrations, neighborhood programs, playground functions, community center gatherings, and holiday affairs. Local recreation executives could effect affiliations with the society in much the same manner as study clubs, community choruses, and photographic clubs are embraced in the community program. They should investigate the advisability of organizing a local chapter as an integral part of their programs. A cooperative approach could be worked out with existing chapters to stimulate this informal hobby.

Those desiring further information concerning the society, and a cooperative plan, may write to Mr. Robert Hafer, International Secretary, SPEBSQSA, 20619 Fenkell Avenue, Detroit 23, Michigan. The society encourages and approves the formation of barbershop harmony choruses to satisfy the yearning of untrained singers. The international president of SPEBSQSA is a member of the active committee for National Music Week.

SPEBSQSA now has available song arrangements made by experts in accordance with exacting standards developed and approved by the society. These arrangements give meticulous observance to harmonic correctness in chord structure and succession, and pay particular attention to effective voice positions and movements. They are characterized by a high-harmony part consistently sung above the melody by the tenor, and sometimes by the baritone, and have listener appeal because of the liberal use of four-tone chords. Under the society's guidance, barbershop singing has come a long way from the impromptu catch-as-catch-can vocal wrestling traditionally thought of as barbershop singing.

Annually an international contest is held to determine the championship barbershop quartet of the United States and Canada. This follows elimination contests which are conducted in fourteen districts of the two countries. At last year's contest, held in Detroit, "The Vikings" of Rock Island, Illinois, were crowned champions. "The Great Lakes Chorus" from Grand Rapids, Michigan, won top honors among the quartets. The large auditorium of the Masonic Temple was crowded to its capacity of forty-five hundred at six events during the two-day convention.

Delegates to the Seattle Recreation Congress will recall the thrilling performance of the "Four Teens," the then current champions. These young U. S. Air Force men sang in high school under the same name, while members of the Eau Claire, Wisconsin, chapter, before enlisting in Uncle Sam's armed forces.

Certainly recreation leaders, civic-minded citizens and public officials should band together in a spirit of happiness and understanding to "Keep America Singing!"

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with PLAYGROUNDS & RECREATION
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Left to right: N. Malcolm Rutledge, public relations representative for Foster and Kleiser Company; W. Herbert Allen, president of the Title Insurance and Trust Company and sponsor for the National Recreation Association in the Los Angeles area; Mrs. Rollin Brown, president of the California State Recreation Commission, president of the Los Angeles Recreation and Park Commission, and member of the Board of Directors of the National Recreation Association; and George Hjelte, general manager of the Los Angeles Department of Recreation and Parks.

A Noticeable Contribution

Corporations and advertising agencies, as well as foundations and individuals, are recognizing more and more the importance of the work being done for America by the National Recreation Association.

W. Herbert Allen, president of the Title Insurance and Trust Company, who is the Los Angeles sponsor of the National Recreation Association, in connection with his regular fund-raising activities for the Association asked Foster and Kleiser of Los Angeles, a well-known national advertising agency, for a contribution. Officials of Foster and Kleiser, impressed with the Association's message, "Help keep America strong through Recreation," arranged for conferences with Mr. Allen and other representatives of the Association. They offered to contribute their facilities to getting the message before thousands of California residents and visitors. The result is a fifty-foot sign, to be displayed in strategic locations for a period of months, which will carry the Association's vital appeal to American citizens for their help through contributions.

All Faiths Take Part in Unique Pageant.

Celebrating Chanukah, Christmas

Adon Taft

The Madonna, left, was a high school senior. Top right, a nativity scene. Right, Magi with attendants.

POSSIBLY one of the most unusual community Christmas pageants in the country was staged in Hollywood, Florida, for the third year on December 22, 1953.* It was the annual Chanukah-Christmas Pageant, "Let There Be Peace," sponsored by the community recreation department. All of the eighteen synagogues and churches in the Hollywood-Dania-Hallandale area take part in the festival, marking the most important events in Jewish and Christian history. More than three thousand townspeople viewed the huge pageant with its cast of three hundred performers.

The Chanukah part of the pageant, one of its unusual features, depicted the struggle of the Maccabees to lead the Jewish people out of captivity by the Syrians and to rededicate their temple to the worship of God. Rabbi Samuel S. Lerer and Rabbi David Shapiro wrote the script and the Reverend Mordecai Haalman directed the choirs of Temple Beth Sholem and Temple Sinai in those scenes.

The script for the Nativity scenes of the Christmas part of the pageant was adapted by James Newman and June Justice who directed the entire performance. Seventeen Protestant choirs, directed by Martin Blackwelder of South Broward High School, sang the familiar hymns and carols which tell the old, old story, and a Catholic youth choir of forty children played the roles of cherubim. Mayor Alfred G. Ryll conducted community singing of carols following the performance. Patrick J. Heneghan, director of the recreation department, organized the pageant.

Great care is exercised in selecting the leading actors and actresses. They must fit the roles in everyday life. Seven months, for instance, were spent in searching for the right girl to play the part of the Madonna. The search included investigating the prospects thoroughly, the boys they dated, where they went, and their conduct on dates. Last year, for the second straight year, the directors chose Nancy Slater, an eighteen-year-old Presbyterian high school senior.

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* *Plans for the fourth Chanukah-Christmas pageant, which will run for three days, are now under way. I work with representatives of our fourteen Protestant churches, two Jewish synagogues and the Catholic church. The music, which has to be chosen very carefully, is under the direction of a choir director selected from a different church each year.* Life *magazine is planning to send a representative to this year's pageant to take pictures with the possibility of doing a story next year; and Drew Pearson also notified us last year that if we gave him the story earlier this year he would possibly use it in his column.*—PATRICK J. HENEGHAN, recreation director, Hollywood, Florida.

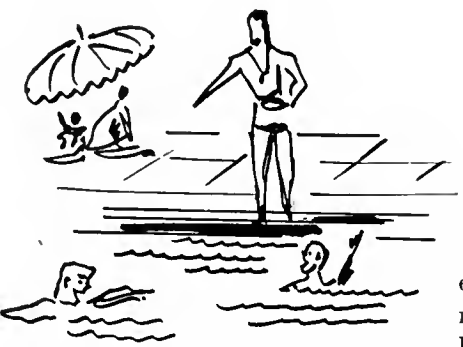
Condensed and reprinted courtesy of *The Miami Herald, December 13, 1953.*

The angels tell the glad tidings as the voices of seventeen choirs join in song.

This Chanukah group shows Jewish slaves cringing at a Syrian guard's anger.

The following program was successfully instituted in Kansas City, Missouri

INTERRACIAL POOL



Training for employees of city-owned swimming pools has generally been accepted as a requisite for the efficient operation of such public facilities. Pool maintenance, hygiene, life-saving, administration, public courtesy, and other factors are routine matters covered by such training. In recent years many large cities have added a new subject to those cited—intergroup training or preparation for the use of the pool by all races or groups in the community.

The question of racially-mixed swimming in public facilities has long been controversial. Despite advances in the past decade in over-all intergroup relations, some communities in recent years have experienced public riot and violence when integrated swimming was first initiated. On the other hand, in other areas the situation was accepted with good grace and democratic behavior. Obviously some positive influence or element, present in the latter case, was missing wherever the disorders took place. The following account concerns one phase of the efforts by one community to develop that positive element and maintain an integrated swimming facility in peace and security for all persons using it.

On June 14 of this year, the board of park commissioners of Kansas City, Missouri, for the first time opened the Swope Park swimming pool to all residents, Negro and white. This action climaxed a two-year federal court case against the city by Negro plaintiffs aided by the National Association for the Advancement of Colored People. Both the lower and district federal courts had upheld the plaintiffs' right to use the pool. On October 12, 1953, the United States Supreme Court denied a city-filed writ of certiorari, thus ending the case in favor of the plaintiffs. The pool had been closed the summers of 1952 and 1953 during the litigation.

For some months following the October 12 Supreme Court decision, the city Commission on Human Relations, the official agency charged by ordinance with the responsibility of promoting intergroup harmony, had been attempting to define this positive factor. By March 29, 1954, when the park board, the administrative agency in charge of the pool, announced that the pool would be open to all residents on June 14, the commission was prepared to execute plans and preparations designed specifically to avoid public disorder on the occasion of the pool opening.

In essence, these plans consisted of a three-point program involving police preparations, pool personnel training, and public education. The commission based the development of the plans upon two principal premises.

The first concerned the assumption that the maintenance of peace and security was a *total* community responsibility. In those cities where violence had occurred, the subsequent discredit and adverse publicity reflected on the entire community. It was logical to assume that the prevention of disorder was a *job* for *all* elements in the community.

Second, the initiation and development of techniques to preserve public order was viewed as a joint cooperative task, not necessarily the sole responsibility of the commission. Thus, police department planning became a cooperative effort of the department and the commission, with the latter providing resources and materials to the agency primarily responsible for law and order. In the numerous meetings and conferences held by the commission with various public and private agencies, all concerned gave widespread acceptance to both of these premises.

Pool personnel training, as distinct from police preparation and programs of public education, possessed a unique importance. The employees, whether lifeguards, basketroom attendants, or supervisors, would be meeting for the first time new social situations involving people from both races. It was possible that these situations would need the utmost in understanding and diplomatic handling. The final training preparations subsequently incorporated this and other factors of intergroup training.

I

Commission planning for pool personnel training began shortly after the October 12 Supreme Court action. A meeting was called of the recreation committee—one of several civic committees organized by the commission to assist it with various intergroup problems—and a subcommittee appointed to plan a suggested training program.

In November the recreation committee, including com-

WILLIAM A. GREMLEY *is the executive secretary of the municipal Commission on Human Relations in Kansas City.*

OPERATION

William H. Gremley

mission members, met with the park board. While numerous civic groups had been exerting pressure on the board to open the pool, the committee confined its approach to that of urging the board to make a decision in sufficient time before summer to allow for adequate community preparation if it was decided to open the pool. The board acknowledged the suggestions and promised complete cooperation in the event the pool was opened. It also suggested that the committee prepare a tentative training program for its consideration.

From then until February, 1954, the subcommittee held several meetings to develop a training program. Concurrent with the actual planning, the subcommittee wrote letters to park departments in those cities where trouble had taken place as well as those which had resolved integrated swimming successfully. The replies contained valuable suggestions which were included in the final training outline. In addition, the subcommittee broadened its membership to include persons competent in various fields pertinent to the planning itself. Among those who served and contributed were:

Careful planning involved public education, pool personnel training, police cooperation; brought the desired results.

R. Paul Brotsman, assistant professor, Department Social Work, University of Kansas; Eunice Brunson, executive director, Y.W.C.A.; Roy S. Case, Jr., associate general secretary, Y.M.C.A.; Ken Corcoran, executive director, Catholic Community Service; Mary Hurley, field director, Girl Scouts of America; Sidney Lawrence, director, Jewish Community Relations Bureau; Sam C. Reeves, council administrator, Kansas City Area Council, Boy Scouts of America; Homer Wadsworth, executive director, Kansas City Association of Trusts and Foundations.

It may be helpful to outline several principles on which the subcommittee eventually based the completed program:

1. Agreement was reached, early, that the training program for pool employees would be an integrated program; that is, intergroup training would be treated as part of a program dealing with all phases of pool maintenance. It was strongly felt that the operation of an integrated facility, from the standpoint of good pool administration, was basically the same as the operation of a segregated pool.

For example, courtesy by employees was an essential not altered materially by the skin color of the patron. Again, preparations for the avoidance of friction between races was basically identical to those necessary to prevent trouble between members of the same group.

2. The principle of having a racially-mixed staff was acknowledged at the beginning. This was particularly emphasized as a factor of primary importance in the replies from park departments in other cities.

In subsequent contacts with the park board, full agreement was reached on this point. Park board officials stated that, with the exception of the supervisory staff, all of whom were former pool employees, applicants for other positions would be considered solely on merit.

3. Liaison between personnel and police authorities was of the utmost importance. It was decided that such liaison would be part of the training program in a session dealing with collective group violence.

During this period of time, between November, 1953, and February, 1954, the committee members made numerous drafts of suggested programs, paid a visit to the pool itself to insure full acquaintance with its geographic surrounding and physical layout, and devoted considerable hours to perfecting the final draft, completed on February 18, 1954. The final draft recommended a program of twenty hours of training divided into six sessions. The following subjects were covered: (a) job classification; (b) finances and maintenance of pool; (c) history of the litigation; (d) pool administration; (e) specific job instruction; (f) public relations, including community reactions to integrated swimming; (g) public hygiene and safety; (h) routine emergencies; (i) intergroup emergencies, including development and prevention of collective violence.

A list of available persons competent to cover the above subject matters was attached to the program. In addition, miscellaneous recommendations, covering points dealing with pool operations not feasible to include in the training program, were attached.

A second program of six hours, confined only to intergroup training was also prepared. It was agreed by the subcommittee that this shortened program would be submitted to the park board as an alternative to the twenty-hour program.[1]

II

On March 2, 1954, the commission presented the completed training program to the park board which in turn

[1] Copies of both programs are available from the office of the Kansas City Commission on Human Relations, City Hall, Kansas City, Missouri.

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accepted the premise of such training. It then delegated details and implementation to the park board staff to work out in cooperation with the subcommittee. Discussions between the park board staff and the subcommittee then took place. After consideration of all factors involved, the following items were defined:

1. Park staff indicated that the non-intergroup phases of the twenty-hour suggested program were covered in training given by supervisors to lifeguards and attendants immediately prior to opening day. Since the supervisors had all formerly been employed at the pool and were experienced personnel, such training was not necessary in their cases.

Experience in Philadelphia

An experience in Philadelphia this summer, further emphasizes the fact that careful organization of interracial operation, such as described by Mr. Gremley, is a MUST. According to the *New York Herald Tribune* of September 6, 1954, admission to Boulevard Pools, one of Philadelphia's largest, privately-owned swimming areas, was made available to anyone with the one-dollar admission price—in the wake of a court order forbidding restrictions against Negroes. Twenty Negroes appeared. Said a spokesman for the management, "Many of these merely paid the admission fee, walked into the locker room and left. Only eight went swimming." Total attendance for the day was only about seven hundred, although for a hot Sunday it usually would be around four thousand. The general manager of the pools has been called into court to face contempt charges for previously ignoring the court order regarding admittance of Negroes.—Ed.

2. Park officials at first stated that only three hours could be allotted for intergroup training rather than the minimum of six hours proposed in the alternative program. The different points-of-view expressed on this matter were finally resolved by agreeing to schedule three hours on June 5 with additional time to be allotted the following week if necessary.

3. Because of time and financial limitations, the initial training could be given only to the supervisors. The supervisors would then repeat the training to the attendants and lifeguards, mostly young people of high school age, in the week preceding the pool opening.

4. Agreement was also reached concerning the judicious selection of attendants and lifeguards with reference to attitudes. Selection was made by supervisors, all high school teachers, from eligible lists prepared by the city personnel department after processing applicants. It was agreed that this point should be emphasized to supervisors prior to the actual selection of personnel.

On April 22, the executive secretary of the commission met with the Swope Park pool supervisors. A full discussion of the training program to be given June 5 took place and copies of the Schermer report on the 1949 pool disturbances in St Louis, Missouri[2] were distributed to the group.

III

On June 5, three hours of training were given to the supervisors. Subcommittee members alternated in presenting topical matter with limited time for questions and answers. The topics covered in order included the following:

1. Background and chronology of the Swope Park pool litigation from the institution of the suit in August, 1951, to the October 12, 1953, Supreme Court action.

2. Community reactions to public integrated swimming facilities. In addition, other phases of the commission planning were outlined.

3. Physical and geographical descriptions of the pool and surrounding park terrain with emphasis on specific locations most likely to be areas of potential disturbance.

4. Development of mob violence and effective counter measures of control. This portion included a full discussion of the Schermer report.

5. Individual reactions to integrated swimming including a discussion of the dynamics of prejudice as a motivation for violence.

6. Positive factors, individual and group, promoting democratic behavior and respect for the rights of others as well as for law and order.

The approach of those who made presentations was in terms of teacher training. It was emphasized that supervisors would have the responsibility to pass the various subject matters on to lifeguards and attendants. The latter, by this time, had been selected and included Negro youths as well as white. Regarding the prospect of additional time over and above the three hours, it was not possible to find time suitable to all the supervisors in the week following June 5.

Police liaison, not covered in the three-hour session, was discussed on June 12 at the pool itself. The police captain scheduled to be in charge of the pool detail met with employees and outlined police preparations. Methods of communication and coordination of action in the event of disorder were established between police and employees.

The pool opened as scheduled on Monday, June 14. From that date until Labor Day, when the pool closed, no disturbances of any nature have taken place there.

It may be reasonable to assume that the training described, limited as it was, together with other aspects of the commission program of preparation, have in some measure been responsible for this observance of law and order in an otherwise potentially dubious situation. Knowledge that pool employees, as well as police, could be competent to meet any threat of disorder was widely disseminated throughout the city and may have had a retarding effect on persons or groups otherwise inclined to make trouble.

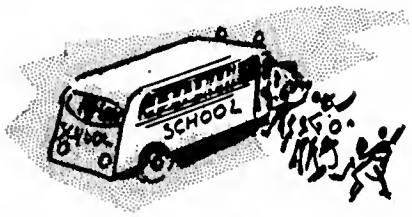
It would have been preferable to have had more extensive training and more time allotted to it. The three-hour limitation meant a necessarily condensed presentation of topics actually needing more detailed treatment. Audio-visual aids of many types, for example, could have excellently implemented the training. Also, direct training for all pool personnel would have been preferable.

In conclusion, some results other than the promotion of law-abiding behavior may be noted. The experience was rich and rewarding for those who contributed to the program, as well as for those who received the training. Procedures and techniques were worked out which may be of value to intergroup situations of other types, both in Kansas City and elsewhere. In addition, it may have made many persons "training conscious" and possibly provide a basis for more extensive training in the future.

[2] *The Fairgrounds Park Incident*, a study conducted for the St. Louis Council on Human Relations, St. Louis, Missouri, by George Schermer, director, Mayor's Interracial Committee, Detroit, Michigan.

Planning for Recreation in Rural Communities

PROBLEMS of recreation and education in rural life were discussed at four conferences held recently under the sponsorship of the California State Department of Education. Many questions relating to the function of rural recreation, organization, facilities, leadership, and programs were considered and recommendations were made as to steps for meeting them.



Features of rural conditions and rural living which are distinctive and necessary of recognition in planning for recreation were determined as follows:

1. Many times rural homes are quite large and could be the center of neighborhood activities, if this were encouraged.

2. Playground apparatus for physical development is of minor importance, since such natural apparatus as trees, fences, and the irregular terrain often present opportunity for climbing and vigorous physical activities.

3. Rural school buildings are usually centered within the community and include many recreation facilities which should be available on a year-round basis.

4. School district transportation facilities may be used, if authorized by the trustees, for transporting children to the school, swimming pool, park, playground, and/or community center after school, on weekends during the school year, and during vacation periods. This is particularly important, owing to the distances involved in sparsely populated rural areas.

5. Rural organization facilities are often suitable as attractive recreation centers where programs are developed.

6. Farm pets, hunting and fishing, swimming, winter sports, study of birds, butterflies and insects, astronomy, and gardening provide inherent opportunities for recreation in the rural environment and should be utilized.

7. The rural recreation program need not give much emphasis towards segregation by age groups and by sex, as families normally participate as a group in many social and physical activities, and it is a normal pattern for boys and girls to hold memberships in the same clubs.

A number of recommendations upon which general agreement was reached were developed. Some of them apply equally to urban communities, but others are distinctly related to the rural situation. Major among them were:

1. That adequate recreation services, under properly constituted public authority and with adequate public financing, be made available to all people within the state.

2. That every county and rural community establish a legally authorized recreation board or commission.

3. That all public authorities permit full utilization of available facilities; adapt present facilities for year-round community use; plan, design and construct buildings and facilities for year-round community use, with emphasis upon winter use.

4. That thorough research and study be initiated in order to establish essential standards in rural recreation.

5. That public and private agencies cooperate in jointly supporting and conducting a recreation training program for professional and volunteer leaders.

6. That adequate salaries be provided to attract competent qualified personnel to the field of rural recreation.

7. That public schools make available district transportation facilities for community recreation purposes, where needed.

8. That the section relating to training for leisure, in the statement, "Framework for Public Education in California," issued by the California Framework Committee of the State Curriculum Commission, be endorsed as sound and comprehensive.

9. That state, county, school district, and city governments cooperate in establishing, promoting, conducting, and financing adequate public recreation programs in rural areas.

10. That public recreation be recognized as an essential governmental service for rural communities.

11. That county boards of supervisors provide sufficient financial allocations for the hiring and training of personnel to carry on a well-planned recreation program and for the maintenance and operation of such available facilities.

12. That the planning of all public recreation facilities be coordinated through an appropriate local or county planning commission.

13. That public school facilities be made available and be utilized as centers for community recreation activities in rural areas, and that future school facilities be planned for recreational, as well as educational, use.

An experience suggesting ideas for the pre-planning of your own community Christmas.

THE CHRISTMAS SPIRIT COMES TO BELLEVILLE

Belleville artists work on the Christmas display.

Jack Gibbs spruces up some of the reindeer.

Figure groups were designed in sections for easy handling.

On the day before Christmas, Santa Claus bowed right and left, his rosy face beaming as he progressed down the streets of Belleville, New Jersey. He was being chauffeured through town by the local recreation department, as a part of the Christmas celebration. The department had set up a five-point program with the object of filling Belleville to overflowing with good old Christmas spirit.

Santa's vehicle was the recreation department pick-up truck set up with a loud speaker so that, in between playing Christmas records, Santa could laugh, "Ho, Ho, Ho!" and shout "Merry Christmas," to the children. He was able to call many of them by name. In the Italian sections of town the driver talked for Santa in Italian over a microphone in the truck cab.

A large, red mailbox for letters to Santa had been placed in front of the town hall; and some of the school teachers made class projects of writing to Santa. Each letter dropped in this was answered, and five of the writers were declared prize winners. Santa delivered the prizes, in person, to the children's homes this same day.

In the middle of November the recreation department announced its home Christmas display contest. Anyone wishing to enter the contest had only to phone the Recreation House. Their names and addresses were published in the local papers and all citizens were encouraged to drive around the town to see them. Many, many comments came to the recreation department to the effect that Belleville had never had so much Christmas decoration; the idea really caught like wildfire.

Starting also in the middle of November, a group of Belleville's leading artists, headed by well-known mural artist Robert Valentino and school art supervisor P. Webster Diehl, were assembled for the purpose of creating a Christmas display for the municipal stadium. The top floor of the Recreation House, which is one large room, was set aside as the workshop for the project. The display was made up of figures about eight feet high, cut out of one-eighth-inch tempered masonite. All of the figure groups were constructed so that they broke down into sections not over four by eight feet for easy handling. The total display consisted of

The Magi and camels are readied for their journey.

P. Webster Diehl, the art director of Belleville's schools, watches artist painting a group of carolers.

Santa and nine reindeer ("Rudolph" was equipped with a flashing red light-bulb nose), the Three Wise Men and their camels, the Nativity, and a group of Christmas carolers. This was all framed by two eighteen-foot Christmas trees which were trimmed with blue lights. The monocolor trimming of the trees was important so as not to detract from the beautiful colors of the painted display.

Many of the town residents made family trips to the stadium to see this striking achievement. The entire display was well lighted by thousand-watt floodlights, and a hidden spotlight gave the Christ Child an effect of emanating light. The display was exhibited from the first week in December until Twelfth Night.

The vital part of the plan for the stadium Christmas display is that it will be a growing thing. Each year new additions will be made. For instance, an English street scene will be made as a background for the carolers next year; additional desert scenery and palm trees will be placed between the Wise Men and the Nativity, and a silhouette of house tops will be built in under Santa's reindeer. The idea is to keep the community in wonder as to what each year will bring.

The fifth point on Belleville's Christmas program is the closing of the Christmas season with a Twelfth Night ceremony at the municipal stadium. Twelfth Night was worked up into a real community observance. The street department cooperated by collecting the Christmas trees which the citizens placed on their curbs during the three days prior to Twelfth Night. The local press cooperated with publicity, as did the merchants by displaying posters. The Belleville fire department and auxiliary were on hand with a floodlight truck and pumper. The police department and police auxiliary were on hand for crowd control. As the crowd gathered in the stands of the stadium, a trumpet sextet from the high-school band played a medley of Christmas carols. Boy Scouts from three different troops ushered and handed out mimeographed sheets of words to Christmas carols. The choirs of all of the churches in Belleville were on hand to lend their trained voices to the ceremony.

As the program got under way, the recreation superintendent acted as master of ceremonies, extending a welcome and expressing thanks to all who had contributed to the program. Each year a clergyman of a different church is the principal speaker. This year a priest spoke on the religious and traditional Twelfth Night. Following this the master of ceremonies introduced the winners of the home Christmas display contest who were presented prizes by Commissioner Elmer S. Hyde, director of parks and public property. Next came community singing by the entire assembly, and as the singing began, four torches were lighted out in the field. The torchbearers who had been standing about thirty feet from the pile of Christmas trees could then been seen walking in toward the pile. The torches were thrown into the mound of about five thousand trees, and the community singing continued until the trees were burned well down.

Later, a personal letter was sent to each individual who had worked on the program, the artists, the tree collectors, the Boy Scouts. A host of friends was made for the recreation department, and the mission of filling the town with good Christmas spirit had been well accomplished.

Out of the Christmas program came another bit of good for the community. Among the artists who worked on the stadium Christmas display were members of an organized group of seventy known as the Associated Artists of Belleville. At the suggestion of the recreation superintendent it was decided that the top floor of the Recreation House would be fitted out as a regular artists' garret. After the garret was redecorated, the art group was given the use of the room three evenings a week. The group has now offered to teach children's art classes, free of charge, and Bob Valentino, a professional artist, is organizing a second art group.

The garret will also be used by a camera club now in its formative stage.

The Belleville Recreation Department plans to keep the garret open every day and evening so that artists may come and go, leave their work and return to it. Under this program the town, already rich in artistic talent, will undoubtedly uncover much more, and encourage many semi-active artists into greater productivity.

Research Reviews and Abstracts

George D. Butler

Readers of RECREATION *will recall the article in the June issue describing the Clearing House on Recreation Research which has been established by the National Recreation Association at the request of its National Advisory Committee on Recreation Research. One of the purposes of the clearing house is to assemble and make generally available the results of research in this field.*

Beginning with this issue RECREATION *will offer, periodically, a section which will present (1) signed reviews of significant research reports and (2) abstracts of studies of interest to the recreation field. Included here are one review and several abstracts.*

Readers are invited to send in information about research reports which might be reviewed or summarized in this section of the magazine.

Study of Group Work and Recreation for United Community Services of Metropolitan Detroit*

Review of Part V of the report by Lewis R. Barrett

Never one to do things in a half-hearted fashion, Mr. Barrett in his study of community services in metropolitan Detroit has carried a widely accepted principle through to its logical conclusion with some interesting results. The problem he tackles is one vital to community recreation: What are appropriate functions of voluntary and tax-supported agencies? Taking the thesis that tax-supported and voluntary programs of group work and recreation are " . . . two community supported programs (which) are both complemental and supplemental to each other," he declares:

> Tax-supported recreation has accepted the responsibility of providing a floor of recreation facilities and services on a neighborhood, district, community-wide, and regional basis.
>
> As tax-supported agencies accept more and more responsibility for the provision of a basic floor of group work and recreation facilities and services, the voluntary agencies must be particularly alert and sufficiently flexible to alter their approaches in order that their facilities and services may be complemental and supplemental to this basic floor.

Applying this thesis, Mr. Barrett finds that some voluntary agencies (e.g. settlement houses) whose original functions in the community are no longer needed in the same degree or in the same location, have begun providing recreation services and facilities as a means of justifying their continued existence. This, he asserts, fosters the public impression that the entire field "is full of duplication and inefficiency." The voluntary agencies might more appropriately devote their recreation efforts to services other than those which can be met by the tax-supported neighborhood school recreation centers; also the number of these neighborhood school recreation centers should gradually be increased to the point of serving all residential areas of the "social community." He points out that,

> . . . as education and tax-supported recreation provide more and more of the basic facilities and services for normal play and recreation for children and youth, other institutions and agencies should focus their primary efforts on the provision of opportunities and services to strengthen the entire fabric of family and community life.

Those who believe that the neighborhood recreation center should offer the basic recreation services to all the people of the neighborhood would disagree with this division of function on an age basis but would probably agree with the implied principle that voluntary agencies have important function over and above the "floor" of tax-supported services. About half the report is devoted to consideration of individual agency services in the light of the proposed policy.

Mr. Barrett cuts cleanly to the heart of the issue. He bases his thesis on the facts of social change in this vast community and the comprehensive planning and implementation of plans for urban redevelopment, schools, and recreation places are now under way. If we as citizens believe that government is to provide the "floor" of universally needed services to people, then we should act on this belief and re-assess

* Report available from United Community Services, Inc., Detroit, Michigan, at fifty cents per copy.

MR. BUTLER *is director of the NRA Research Department.*

the values received for each community recreation dollar. The principles set forth are equally applicable to smaller communities.—H. C. HUTCHINS, *Coordinator of the Recreation Curriculum, University of Wisconsin.*

A Municipal Service

Public Recreation as a Municipal Service in Alabama, by Robert T. Daland, research assistant, Bureau of Public Administration, University of Alabama, represents a cooperative project of the bureau and the Alabama League of Municipalities. It reports the findings of a study in which fifty-eight cities in Alabama reported on their public recreation programs, commenting on the fact that the amount of money spent for recreation in 1952 represents more than a three hundred per cent increase over the amount reported in a comparable study in 1948. The author states: "This record, in view of the tightening situation of Alabama cities, is remarkable testimony to the value which Alabama citizens place on this type of human service.

"Of the fifty-four Alabama cities having a municipal recreation program, forty-one supervise the program through a recreation board. . . . In some cases the recreation board supervises only a portion of the total recreation program." Twenty-three, or more than one-half of the boards, have five members. The membership of other boards varies from three to ten.

Methods of financing recreation are summarized. Of the total amount spent in 1952, sixty-seven per cent came from municipal appropriations, twenty-three per cent from recreation income and ten per cent from private donations. Swimming accounted for at least a part of the recreation income in thirty cities.

The report contains a discussion of the special recreation levy and points out that the advantage of such levy is the reduction in fluctuation of the appropriation, with a resulting simplification of budgeting. It emphasizes, however, that this advantage is largely illusory in the experience of many cities because recreation is expanding and budget cuts are unlikely in most cities:

> A pledged revenue source, therefore, may soon become a ceiling on recreation funds rather than a floor. Moreover, funds should be appropriated for city functions according to need, not according to the accident of increased or decreased productivity of some particular revenue source . . . The advantages of annual appropriations from the general fund have outweighed the disadvantages, if any, in Alabama cities.

Some cities and towns in Alabama have felt, owing to local circumstances, that it would be better for the municipality to contribute funds to a privately administered program. The granting of any public money to any individual, association, or corporation, however, is forbidden under the state constitution.

Cooperative Use and Maintenance of Recreation Areas in New Jersey Communities

In an attempt to secure information as to the respective responsibilities of recreation departments and boards of education in New Jersey, with reference to the maintenance of properties used for recreation, Robert D. Sisco of Livingston, sent a questionnaire to school and recreation officials in sixty-two communities. Replies were received from thirty-eight recreation departments and twenty-one board of education offices. In summary:

> Recreation department grounds are used by the board of education in thirty-eight communities; only seven report no such use. Municipal recreation buildings are used by the board of education in thirteen communities; thirty-one report no such use. (No attempt was made to determine whether the recreation department owned or merely controlled the recreation building.) School grounds are used by forty-three communities; five report no such use. School buildings are used by the recreation department in forty-six communities; only two report no such use.

> No charge is made to the recreation department for its use of school facilities in twenty-two communities. In the other communities the rental charge in no case exceeds the normal operating cost. Custodial fees and fees to cover the normal operating cost range from $1.00 per hour to $30.00 per night; six communities report $1.50 per hour, two $1.00 and $3.00 per hour each. Others report amounts varying from $1.25 to $2.25 per hour. Of the cities where the fee is charged per evening, three cities report $15.00 per evening, two report $5.00, and the others report amounts varying from $3.00 to $30.00. No charge is made to the board of education for its use of recreation department facilities in thirty-two communities.

> The board of education is responsible for the maintenance of school grounds in forty communities; in seven, a combination such as the board of education and a town department has this responsibility. It received maintenance help from town departments in sixteen communities; in seventeen, it receives no such help. Only one board of education is charged for the service. Recreation departments receive maintenance help from other town departments in thirty communities; seven are charged for the service.

Pattern of Recreation Administration in Wisconsin

The Wisconsin Park and Recreation Society News Bulletin contains a summary of the results of a questionnaire relating to administrative organization for public recreation in Wisconsin municipalities. The inquiry was made by Dr. H. Clifton Hutchins of the University of Wisconsin in 1953, and the following questions were addressed to fifty-two recreation executives:

> Are you employed full-time the year-round in public recreation? What is the name of the board, responsible official, or agency which determines policy for public recreation in the community? What is the governing (tax levying) body which furnishes the principal funds for public recreations?

Of the forty-seven responses, thirty-five were from municipalities reporting full-time year-round recreation services. In sixteen of these, recreation is administered by separate recreation departments; in twelve, in conjunction with public schools; and in seven, in conjunction with public park services. Ten of the sixteen municipalities reporting separate administration have policy making boards or commissions; six of the seven park programs likewise are under a policy making board or commission; and all ten programs administered in connection with the public schools are under the policy making direction of boards of education.

The principal financial support for public recreation in nearly all of the communities reporting is derived from appropriations by the municipal governing body; in two cities from fractional mill-tax levies approved by referendum, in one village appropriations come from school district funds, and in another from both municipal and school governing bodies.

Cabrillo Beach, San Pedro, California, has a municipal boathouse and bathhouse.

WATERFRONT PROPERTIE

THE PRESIDENT'S Water Resources Policy Commission in its report, *A Water Policy for the American People** recognized the appeal of water areas to man. It stated:

> From wading and swimming pools to rivers, lakes, or ocean beaches, they are our day's pleasure or our recreation goal. To some, they mean the chance to catch that whopper or to bag the limit of waterfowl; to some, a refreshing swim or boat ride; to others, they suggest the competition of water sports or motorboat racing; still others find near water the quiet relaxation and inspiration which high-tempo living occasionally requires.
>
> Visit any outdoor recreation area and watch the people. Seldom do they scatter evenly throughout the park but instead tend to cluster in certain spots—most often near the water's edge. Fishing, swimming, certain types of hunting, boating, water sports—none of these is even possible apart from water bodies, while the pleasures of picnicking, camping, nature study, hiking, and pleasure driving are much enhanced when they can be pursued along river banks or lake or ocean shores.

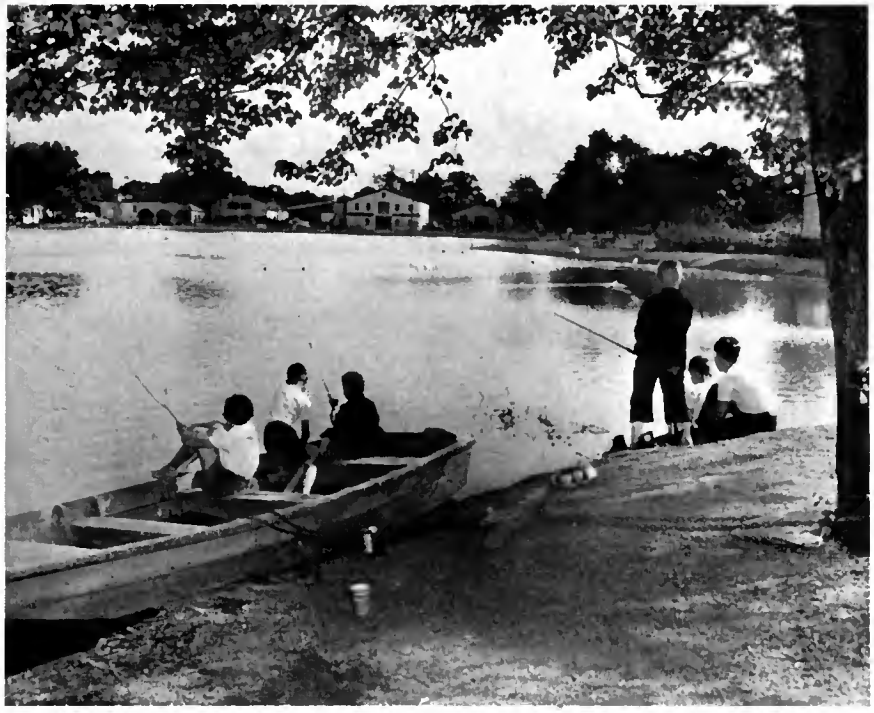
A few examples of recent action at the federal, state and local level, designed to bring to larger numbers of people opportunity for enjoying recreation in water areas, will illustrate this same appeal. The start of land acquisition at the Cape Hatteras National Seashore in North Carolina, for instance, was called an "outstanding achievement" by the director of the National Park Service in his annual report for the fiscal year ending June 30, 1953. The first federal project of its kind, the Seashore is a cooperative undertaking, made possible through the cooperation of both state and private agencies. The area, when fully acquired, will provide more than 27,000 acres for the benefit and enjoyment of the public, under the administration of the Park Service.

The State of New Jersey took a significant step in 1953 when it purchased Island Beach, a ten-mile peninsula consisting of two and six-tenths square miles. The property, which lies between the ocean and an inlet, was sold to the state by its owners for the relatively low price of $2,750,000, in order to assure continued protection of the dunes, woodland plants, shore birds, and animals inhabiting the area. One of the problems facing the state in the administration of Island Beach is to keep it as an area of rare beauty, preserve its distinctive physical characteristics, and still make portions of it available for bathing, picnicking, and water sports of all kinds.

Recreation benefits seem an assured by-product of the development program of the Power Authority of the State of New York in regard to the St. Lawrence Seaway. Plans call for the creation of three recreation sites along the river near Massena. One park, to be located some fifteen miles upstream from the dams, would be built and administered by the Thousand Islands State Park Commission. It would include a beach, picnic ground, boat basin, and camping facilities. The other two areas are at the dam sites, each of which is to comprise one thousand acres. Land not needed for power operations will be turned over to recreation use, with picnic grounds, roadways, paths, overlooks, and other accommodations for visitors. Construction of a parkway to run along at least part of the twenty-nine-mile lake is also under consideration. These plans indicate that a sizable section along the shore of the lakes to be created will remain in the public domain.

Only a limited number of states have the possibility of acquiring oceanfront property, as in North Carolina and New Jersey, but the opportunity to acquire and develop water areas along lakes and streams for recreation is open to all states and to hundreds of municipalities. Bergen County, the last New Jersey county in the New York Metropolitan Area to develop a park system, has made rapid strides in the last few years in acquiring still available waterfront properties. The transformation of a stretch of over six miles of low-lying land along the Saddle River into a major recreation area for residents of the county is a prime objective of the Bergen County Park Commission. When completed, the park will include the existing river frontage, augmented by several artifically created lakes, to provide a much-needed boating and water

* Dated December 11, 1950.



This Bergen County, New Jersey, park is used for summer and winter sports.

FOR RECREATION

sports center. A central trail will extend along the river and provide access to the various recreation facilities in the park. These include picnic groves, playing fields, refreshment facilities, and a wild-bird refuge.

In addition to providing an attractive recreation area and preserving its natural beauty, the development of the Saddle River Park will eliminate a flood condition that has caused great property damage and inconvenience in the past. This is accomplished through the use of collapsible dams and weirs, which make it possible to lower artificially the level of the river and lakes.

Overpeck Marine Park, a waterfront property of some one thousand two hundred acres, is another major Bergen County project. Its development involves the clearing of a large tidewater area and the construction of a variety of recreation facilities including boat basins, golf course, sports fields, water amphitheater, model boat basin and wildlife sanctuary. The project was facilitated through the construction of a tidegate which prevents polluted tidewater from being carried into the Overpeck Creek, and of a trunk sewer serving the municipalities bordering it. Acquisition of land for the park, which has been urged for many years, was achieved largely through the gifts to the county of municipally owned marshlands and shorefront areas.

The acquisition and development for recreation of waterfront properties have long been recognized as significant civic achievement in a number of large cities. Encouraging progress has been made in recent years. For example, Detroit owned only 101 acres in waterfront parks in 1940; twelve years later it had 266 acres. New York City, which owned only two beaches comprising one mile of frontage in 1934, reported sixteen and one-half miles of municipal beach in 1953.

In September of this year Toledo and Lucas County, Ohio, authorities made public a plan of port development that calls for a comprehensive waterfront recreation area on the western shore of Maumee Bay. The plan involves the construction of two basins protected by dikes and development of a parkway parallel to the present shoreline. The new peninsula area would join an existing park. The small basin would serve as a harbor for the protection of small craft, and the other basin would be developed for general sailing and closed-course racing. Early action on the proposal was recommended.

Recreation developments along the waterfront have not been restricted to large cities, however, and an increasing number of small communities are providing facilities for enjoying activities in, on and near the water. Pier Park in Grosse Pointe Farms, Michigan, was enlarged this year and completely redeveloped as a lake front recreation area. The need for rehabilitating and expanding the park, which "had become an outstanding factor in maintaining property values in the Farms," was recognized by the voters of this city of twelve thousand, who approved a bond issue of $500,000 to provide funds for the improvement. The new park has a lake frontage of eight hundred feet.

As described in the *Michigan Municipal Review*,** the new Pier Park will provide the following: (1) separate bathing and boating facilities; (2) complete swimming and diving facilities; (3) new sun bathing and swimming pier; (4) new bathhouse with modern facilities; (5) new and larger sand beach; (6) adequate parking for 475 cars; (7) approximately double the picnic area; (8) increased boat mooring and launching facilities; (9) complete enclosure of all land with proper sea walls together with roadways, walks, promenades, landscaping.

Authorities and the public are becoming increasingly aware of the warning repeatedly made by the late J. Spencer Smith, long the president of the American Shore and Beach Preservation Association, that the nation was losing the use of its beaches through erosion, pollution, and private sequestration. As he said, "Beaches are a part of our national wealth, health, and well-being and should be preserved and improved for the recreation of the people."

**June, 1954, "City of Grosse Pointe Farms Expands Recreation Facilities," by Harry A. Furton.

NOTES for the Administrator

Determining Policies

"Procedure in Determining Municipal Policies," an article by C. C. Ludwig in the July 1954 issue of *Public Management*, contains information that may well be applied to the determination of policies in a recreation department. The discussion of the roles of the city manager and the council also suggests their counterpart in the respective roles of the recreation executive and his board.

As Mr. Ludwig points out, the city manager and the council must work together on the same subject matter, each making his own contributions. For example, the city manager prepares the budget; the council studies and revises it, as necessary, then adopts it; the city manager then puts it into effect.

Mr. Ludwig points out that because the work of the two authorities is so intimately concerned, it is impossible to make generally applicable rules specifying the province of each. In addition to presenting plans and ideas to the council, and keeping it informed on all municipal activities, the concept of the city manager's function has been broadened to that of a community leader. As such, he is responsible for giving the council all possible assistance in studying, reviewing, and finally determining city government policies. He has acquired more responsibility for providing not only plans and programs, but also advice, suggestions, and arguments which will give the city council a basis for making decisions.

In these respects and in others described by Mr. Ludwig, the situation closely parallels the development of relationships between the recreation executive and his board or commission. He also makes some comments on the function of the councilman, "He should be a good listener, judicially minded, willing to cooperate, and aware that in the ideal community the interests of the individual are subordinate to those of the group." The article merits careful reading by board members and executives.

Results of Recreation and Park Consolidation

The San Francisco Recreation and Park Department has issued a report covering the four years of its operation since the combined department was created. It answers the question as to whether the expansion in its facilities and service has been accomplished in conformance with the mandate of the people who voted the department into existence in order that the highest standard of public recreation be achieved with the greatest possible efficiency. The report states:

"On July 1, 1950, there were 827 permanent employees in the department. Now, nearly four years later, with the increased facilities and services accomplished facts, there are 817 permanent employees. Most of the reduction resulted from the elimination of overlapping and duplicating jobs. Also, the flexibility resulting from the merging of men and equipment of the two departments has made it possible to cover more ground with the same personnel and thus do a better job of maintaining the 4019.17 acres for which the recreation and park department is responsible.

"Prior to consolidation, parks and squares were not used as supervised play areas, the former departments having operated with, unfortunately, very little liaison. The former operations were based on a tacit but sadly erroneous assumption that there is an incompatible difference in the recreation philosophy governing parks from that governing playgrounds.

"San Francisco's experience during the nearly four years of consolidation has been the same as that of every other metropolitan area where the administration of parks and playgrounds has been merged—that parks and playgrounds are anything but incompatible, that their joint operation and maintenance results in increased services and sense-making economies for the community.

"Duboce Park is an example of this. Large rocky areas have been turfed and bushes and shrubs have been partially removed, making organized play possible under the supervision of a playground director. Since supervision, attendance has increased greatly and the incidence of juvenile delinquency has been considerably lessened. Parents, mothers' clubs and members of the district's Parent-Teacher Association have expressed unanimous pleasure and satisfaction with the better pattern of behavior evidenced since the changes in the park.

"In response to repeated pleas from various other districts, the department is now requesting funds with which to provide supervision for additional areas."

Better scheduling of athletic facilities has also been made possible by the merger. Former park department facilities, such as Kezar Stadium, Golden Gate Park Stadium, Big Rec, Beach Chalet Field, and the golf courses, are now frequently used by recreation groups for various events and play days.

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In conclusion the report states: ". . . It is the considered opinion of the committee that the consolidation of the two former departments has now reached a 'going-concern' basis both from the point of view of an efficient and effective recreation program as well as from the point of view of economical operation. The committee feels that the present department has eliminated much of the cost and effort apparent in the previously separate, yet duplicating, functions of the recreation and park departments. . . ."

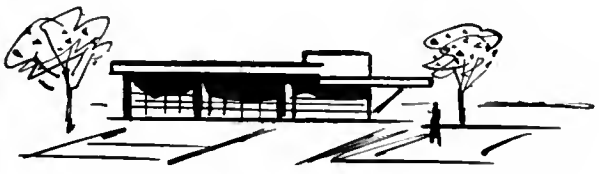
According to a report from Los Angeles, advantages have also resulted from the consolidation of its local recreation and park departments. An immediate change was noted in that all playgrounds developed under the Los Angeles Bond Fund Program had a definite and pleasing parklike accent. Trees and beautiful flower beds are in the new playgrounds and old parks now sport playground facilities. A large amount of off-street parking space has been provided wherever playgrounds are planned.

Ten years after park and recreation services in Detroit were consolidated, the president of the parks and recreation commission stated: "We believe that the people of Detroit acted wisely in voting to combine the parks and boulevards and the department of recreation into the present organization. From our own experience we believe the four-member commission established by the charter amendment has proven highly successful in directing the progress of our park and recreation program."

The report emphasizes the new philosophy regarding parks, which is that they should not merely be looked at, but used. "Play areas should provide not only space and equipment but landscape beauty as well. Today, Detroiters can play healthfully in parks and enjoy scenery and comfort in playgrounds.

"Under the new administration, the trend has been away from the large super park or play area and toward the small neighborhood facility. . . . It is our belief that large park areas suitable for family outings are a regional or even state problem rather than a municipal one."

In all three cities—San Francisco, Los Angeles, and Detroit—a marked expansion in areas and a remarkable development of recreation facilities have taken place since the recreation and park services were merged.



Improvement Projects in Philadelphia

Public improvements relating to recreation, totaling $19,937,628 have been scheduled for the city of Philadelphia for the period 1954-1959, according to the Philadelphia City Planning Commission. The distribution of the total, according to types of projects is as follows:

Improvement of Playgrounds	$4,152,000
Improvement of Existing Centers	1,595,000
New Community Recreation Centers	2,550,000
New Swimming Pools	1,020,000
Improvement of Parks and Squares	1,385,000
General Construction	725,000
Acquisition of New Sites	1,900,000
Fairmount Park Commission	5,532,628
Art Museum	1,105,000

Philadelphia has developed a monthly capital item progress report for the use of the city departments in submitting reports on capital improvement projects. The form contains the following headings, and the accompanying instructions are printed on the back of the form.

1. PROJECT: A list of the projects for the year is sent the department by the deputy managing director.
2. DATE OF ORIGIN: Date architect is authorized to proceed with the preparation of plans.
3. ESTIMATED COMPLETION DATE OF PLAN: Date architect estimates plans will be completed.
4. PLANS APPROVED: Date plans are approved by the department head.
5. BIDS SOLICITED: Date bids are solicited by procurement department.
6. NOTICE TO PROCEED: Date notice to proceed is sent to contractor.
7. AMOUNT APPROPRIATED: Total amount of money appropriated for entire project.
8. AMOUNT EXPENDED TO DATE: Amount of money expended through end of month report.
9. PERCENTAGE COMPLETED: An estimate of the percentage of the work which has been physically completed. This percentage is not necessarily related to the amount of money expended. For example, fifty per cent of the total appropriation might have been expended while only ten per cent of the actual construction work was done.
10. AMOUNT EXPENDED THIS MONTH: Total amount of money expended this month only.
11. PERCENTAGE COMPLETED THIS MONTH: An estimate of the percentage of total construction work to be done which has been accomplished through the end of the month reported.
12. ESTIMATED COMPLETION DATE: The date on which the architect estimates all work on the project will be completed.
13. REMARKS CONCERNING PROGRESS THIS MONTH: A brief description of any progress or problems which the department head considers significant enough to mention.

Three copies are made of each monthly report, which is due on the fifth working day of the month. The original and one copy go to the managing director; the third is retained by the department head.

In cities where the number of capital projects does not justify the preparation of a similar form, the recording of progress, according to the headings used in Philadelphia, affords an effective means of knowing at all times the status of each subject.

AAA Baseball Leagues

The question of AAA Baseball Leagues was recently discussed by a group of municipal recreation authorities, and the great amount of work required to service a league of this type was pointed out. As one well known municipal sports supervisor stated, "We have approximately eighteen hundred competitive teams in the city and less than the top ten per cent of that group can be considered major or anywhere near AAA; yet, we spend sixty per cent of our time on this small percentage. They give us more trouble than all the others and they expect more. They expect to hog the best diamonds. They expect the best playing times and conditions. They are not only a lot of work, but they bring a lot of grief as well." He urged authorities to develop less spectacular circuits.

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Organizing and Operating a

YOUTH COUNCIL

Elston L. Bergman

SINCE THE PUBLICATION of articles on our youth council here in Santa Barbara, in RECREATION magazine, September 1952 and December 1951, we have received a great many letters asking us for information as to how we are organized and how we operate. We are therefore attempting to answer all these questions here, in the hope and belief that each city and town should and can have a youth center where teen-agers can enjoy a sound program of activities which they themselves plan and develop.

It has been the opinion of our recreation department personnel for a number of years that teen-agers will support best a program which they themselves help develop. With this in mind, we had a committee of teen-agers aid in planning and executing the program of our teen canteen during 1942-1944.

The facilities were too small for the numbers which turned out for the activities offered at that time, and in 1944 a youth forum was held to determine what could be done. At this meeting it was brought out that a private recreation center in the center of the city was for sale. The teen-agers sparked a drive to raise funds by popular subscription for the purpose of acquiring the center for community use. They held work days, spoke to clubs, discussed the project over the radio, and canvassed the city. Although they fell short of the needed total they had the city so completely behind them that the project was underwritten and the center acquired. After renovation of the facilities the city took over the operation of the center through the Santa Barbara Recreation Commission. The teen-agers were given a large room to use exclusively as a youth lounge. They were also given use of the other facilities such as the auditorium and gymnasium.

In 1945, the recreation commission started to sponsor a youth council which would plan the teen activities with the guidance of two trained staff members. The council has operated continuously since that time with but minor changes in the constitution and by-laws. This is our present set-up, and we think it can operate in any community.

We endeavor to conduct a program which gives each teen-ager in our community an equal chance for participation. With a council made up of elected teen-agers we find that all segments of our varied population are represented. There is no segregation; all members are invited to participate in all activities. We do not charge dues nor do we charge initiation fees. "The Rec" is open to all teen-agers.

Our program is set up weekly at youth council meetings. Members are invited to appear at these meetings with any suggestions they may wish to make concerning activities. Our program includes dances and dance classes, revues, roller skating parties, hay rides, swim parties, football game dances, participation in Semana Nautica and Fiesta activities and dances, lounge and fountain operation, cooperation in community fund drives and Christmas cheer campaigns.

Each year over sixteen thousand teen-agers attend "The Rec" dances. During the fall, we average over five hundred and fifty per dance. Our activities, such as the "Rec Revue" and "Miss Typical Teen Fashion Show," attract over three hundred and fifty per performance.

The youth council is not subsidized by any one; the treasury is built up by the profit realized from the dances and other activities. A donation of thirty-five cents is collected at each activity. Many activities do not break even, but these are offset by the dances which always clear a small amount. We sponsor a fifteen-piece teen-age orchestra made up of club members, and they receive sixty per cent of the take at the activities. We pay a flat rate for the special dances and shows. The fountain is operated by the council and the lounge is set up and equipped with jukebox, table tennis equipment, television, and piano, all owned by "The Rec." The auditorium, the lounge and patio are reserved for the dances every Friday. We also have the gymnasium each afternoon for basketball, volleyball, and table tennis. The lounge and gym are open each afternoon from three until five and each evening from seven to ten. Our dances run from nine until midnight.

All problems of discipline are acted upon by the council at their meetings, with the offender being given the opportunity to defend himself. Punishment is handed out according to the offense and taking into consideration whether the individual has been in previous trouble at "The Rec."

In respect to cases of improper conduct by the teen-agers in our city, we have been very fortunate; very few cases have come before our council. This probably stems from the

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ELSTON L. BERGMAN *is the youth council advisor at the Civic Recreation Center in Santa Barbara, California.*

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fact that the council, in deciding the punishment, is more severe in handing out penalties than adults would be. As a result, the members realize that positive action will be taken against them for any infraction of our rules. Another reason is that, since most people seem to feel that rules are made to be broken, we keep rules at a minimum, but strictly enforce those which are listed in our constitution and by-laws.

Our constitution and by-laws are such that they can be used by almost any city. Members of the youth council are required to sign these at the start of their term of office. Very few changes have been made in the seven years since their adoption. The constitution and by-laws follow:

Constitution of "The Rec"

Civic Recreation Center, Santa Barbara, California

Article I

Name: The name of this organization shall be "The Rec."

Article II

Purpose: "The Rec" is an organization designed to promote a recreational program for teen-age youth, to promote the social welfare of the youth of the community, to give community service, and to help support and maintain the Civic Recreation Center. It shall be a non-profit organization.

Article III

Membership: Membership in this organization shall be open to any teen-age boy or girl of Santa Barbara and vicinity, regardless of race, color, or creed. It shall strive to be fully representative of the teen-age youth of the community.

Article IV

Government: The government of this organization shall be vested in a Youth Council and the Recreation Commission of the City of Santa Barbara.

Section 1. The officers of the Youth Council shall consist of a Chairman, Vice-Chairman, Secretary and Treasurer, and such others as designated in the by-laws.

Section 2. The adult council shall consist of the Recreation Commission and their duly appointed supervisors.

Section 3. There shall be nine representatives of high school age distributed as indicated in the by-laws. They shall elect officers among themselves.

Article V

Elections: The members of the Youth Council shall be elected once a year before summer vacation. They shall serve one year beginning the week following election. The duties and responsibilities shall be as prescribed in the by-laws.

Article VI

Finances: The Youth Council shall devise ways and means of financing their activities.

Article VII

Amendments: This constitution may be amended by a three-fourths vote of the Youth Council.

Article VIII

Validation: The constitution and by-laws shall be signed by the Youth Council members as part of the procedure of their installation.

By-Laws of "The Rec"

Civic Recreation Center, Santa Barbara, California

I. *Officials:* Besides the regular officers of the Youth Council other suggested officials are the following: Historian, Social Chairman, Music Chairman, Sports Chairman.

II. *Representation:* Representation on the Youth Council shall be a boy and a girl from Catholic High School and seven other members elected from "The Rec" membership. A balance of four and three between boys and girls shall be kept, determined by the number of boys and girls who satisfy petition requirements.

III. *Method of Election:* Eligibility to run for Youth Council shall include petitions signed by fifty teen-agers, and the signed approval of a school counselor, and turned into the Youth Office at "The Rec." A ballot shall be made up from these names to be used for the election. Election shall take place on the date designated by the Youth Council at "The Rec." A membership card must be shown in order to cast a vote.

IV. *Meetings:* The Youth Council shall meet weekly, unless otherwise arranged by the Council.

V. *Finances:* Money shall be banked in the local County National Bank. Checks shall be signed by the Youth Council Treasurer and by a Youth Supervisor. Financial reports shall be made weekly and monthly to the Youth Council and to the Recreation Commission respectively.

VI. *Conduct and Standards of Dances:*

1. A collection of twenty-five cents or a fee designated by the Youth Council shall be made for each person at the door. No youth is admitted free without consent of the adult recreation supervisors with the exception of:
   a. The Youth Council members, past and present, who are admitted free by presenting their Youth Council membership card.
   b. Those persons designated by the Youth Council in office such as athletic teams and so on.
2. Non-members will be admitted only under sponsorship of a member.
3. Collection of admission shall be taken up to the time the dance closes.
4. Liquor is not allowed in "The Rec" by City Ordinance. Persons with liquor on their breath are not to be admitted to the activity.
5. The behavior pattern shall be that which is expected at any normal function. Unruly persons shall be asked to leave and not return to the activity.
6. Cases of violation of the established behavior pattern shall be brought before the Youth Council for disciplinary action.
7. Dress shall be interpreted as follows:
   a. Dressy—sports dress for girls; boys anything except levis.
   b. Regular—levis and cords permitted for boys; sports dress for girls.
   c. "Backwards"—completely informal, such as levis and cords for boys; pedal pushers and slacks for girls.
   d. The first Fiesta dances may be informal dress and the last may be dressy sport.
   e. On special dances the dress shall be as determined by the Youth Council.

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A Community Crafts Program

As conducted by the West Point Manufacturing Company and its subsidiaries in six Alabama and Georgia towns.

An employee washes a copper tray after she has etched the design.

Members of a family group work together on a basket project.

• "Employees and their families who never before participated in planned recreation activities are participating in our craft work," says Robert Turner, recreation coordinator for the West Point Manufacturing Company of West Point, Georgia, and its subsidiaries, the Lanett Bleachery and Dye Works and Dixie Mills, Inc.

The company's current program of supervised craft classes on a community level has been in progress for nearly two years in Alabama in the Chattahoochee River Valley towns of Shawmut, Langdale, Fairfax, Lanett, and River View and for nearly a year at the Dixie recreation center in Lagrange, Georgia.

Go into the home of any one of the participants and you probably will find a number of items made during craft classes prominently displayed, such as copper or aluminum trays, embossed metal plaques and pictures, woven reed and wood trays, foot stools, woven waste baskets, flower holders, or magazine racks—to mention only a few of the popular items.

Supervised craft classes begin each October and end the following May. Items started prior to May may be finished in the recreation centers, in the participant's home, or left unfinished until classes resume in October.

Sometimes as many as thirty women are present, at other times as few as two; but the average attendance has been high! Since last October approximately three hundred persons have participated in at least two or more classes. These classes have included members as old as seventeen and as young as seventy.

A special craft instructor, who travels to each of the six communities for a four-hour period weekly, has encouraged class members to begin work on items which may be finished in their homes during the summer without supervision or help. Such items include straw purses, paintings, many types of felt craft, swimming shoes, metal-foil crafts and basketry.

How can you participate in the craft program? Well, it's really very easy. First, you have a desire to devote a few spare hours each week to making a craft item; second, you decide to set aside several hours from your regular weekly routine. Then you go to the craft class in your community. Upon arriving for the first time, your name is entered on a card for record purposes. You are under no obligation to attend any certain number of classes; nor are you expected to stay for any particular length of time. You simply attend when you can.

You can look over several items which the instructor suggests as possibilities for your first project. After the selection is made, the instructor orders the necessary materials. Some come in kit form, while others come as quantity materials by the yard or pound.

No money is paid until the order is delivered by the instructor. The charge is the actual cost of the materials. Instruction, patterns, models, and working facilities are furnished without charge by the company's Department of Community Recreation.

After a few hours of continuous work you complete your first item. If you have made a copper log basket, the cost of your materials has been approximately $3.50. You have devoted about ten hours to this work, but you have finished an article which would cost you ten to fifteen dollars in retail stores. Should you select a less expensive item, such as a figurine or plaster plaque, your materials may cost as little as ten cents, and your labor may take as little as one hour. Your finished item would cost from twenty-five to fifty cents in retail stores.

These inexpensive craft creations make wonderful gifts for birthdays and weddings. Many place aside craft items for special giving at Christmas.

Recreation directors or their assistants in each of our communities are present during all craft classes to offer whatever help may be needed. All six communities have offered at least a four-hour class each week, while one community has offered as many as twelve hours weekly.

To inaugurate craft classes last October, a valleywide craft show was held at Sears Hall in Langdale. Each community group displayed articles completed during the previous year. A similar event is planned for this fall.

During the past seven months the recreation department has ordered for craft participants approximately fifteen hundred pounds of copper in sheet form and over one hundred pounds of reed in all sizes and shapes. These particular materials have been the two most used because of the popularity of such craft items as metal trays and reed baskets.

The classes are not limited to women. In fact, on many occasions husbands have participated with their wives, particularly in those communities which have night classes.

Condensed from "The Ladies Keep Busy," May 1954 issue of *Westpointer*, a publication for employees, published by the West Point Manufacturing Company and its subsidiaries.

Creative Dramatics

Winifred Ward

Suggestions appearing here were compiled by Miss Ward for use in a Creative Dramatics Workshop in Milwaukee in the fall of 1953, and also have been used in the training program of the Department of Municipal Recreation and Adult Education, Milwaukee Public Schools. The Drama Committee, of NRA's National Advisory Committee on Program and Activities, hopes that this material will be helpful in developing creative dramatics on playgrounds and in recreation centers everywhere. It is used with Miss Ward's permission.

Creative dramatics, shown by a Mercer Island group, is an activity now being stressed in non-urban communities in King County, Washington.

CREATIVE dramatics is the playing out of ideas, experiences, and stories with improvised action and dialogue. It may be the children's active interpretation of what they have learned, not only in literature, but in other curriculum areas also.

Creative dramatics is informal—created by the children with the guidance of the teacher or leader. It is not memorized, directed, rehearsed drama designed for the entertainment of an audience. It develops from the ideas of children. It does not depend upon dramatic talent.

Its values are many. It contributes to the personal development of the children who participate, giving them: a channel for their creative imagination; experience in working together in situations which strongly motivate cooperation; sensitivity to the thoughts and feelings of others—the basis of understanding; emotional release through playing all kinds of characters; much experience in thinking on their feet and expressing their ideas effectively. It enriches, clarifies, and intensifies learnings in various curriculum areas, makes factual knowledge come alive.

"Rich adventures in day-to-day living go far in building well-integrated personalities."

WINIFRED WARD *has led the way in pioneering in the field of creative dramatics; and her books,* Creative Dramatics, Theatre for Children, Playmaking with Children, *and* Stories to Dramatize *belong in every recreation library.*

How To Introduce Creative Dramatics

Set the mood for make-believe by inducing a friendly, relaxed, confident feeling in the group. In order for children to feel free in any such rhythmic expression, they should have had experience in simple rhythms, such as marching, galloping, jumping, skipping, and so on. These may be done with the piano, percussion instruments, or records like the clean-cut Ruth Evans *Child Rhythms* records.

For younger children one can use:

I. Rhythmic expression in make-believe situations, such as playing chugging trains, galloping horses, lumbering bears, fluttering leaves—often with music. (The *NBC Rhythmic Activities* records are good.)

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2. Dramatic play with rhythm based on verses such as "Hippity Hop to the Barbershop" and "Hickory Dickory Dock."

3. Verses with music, the music setting the mood and the rhythmic pattern. (The *Sing-Song*, published by The Macmillan Company, is an excellent collection of such material. *Songs From Around A Toadstool Table*, published by the Follett Publishing Company, has charming poems that are fresh and imaginative. *Time for Poetry*, published by Scott Foresman and Company is another excellent collection.)

For older children the range of expression can be extended even further with:

1. Pantomimes of activities, often for others to guess, such as: (*a*) activities at camp or at a picnic; (*b*) all sorts of people collecting on a corner for a bus; (*c*) funny things that happen to people on a windy day.

2. Pantomimes involving the five senses, as: (*a*) smelling something, searching for and finding it, indicating whether or not you like it; (*b*) tasting a delicious warm cooky, a very sour pickle, some hot chocolate; (*c*) picking up a soft kitten, a piece of ice, a rose with thorns; (*d*) seeing a friend in a funny old hat, a blinding flash, a beautiful view; (*e*) hearing a mysterious noise, a neighbor's radio turned too high, your favorite music.

3. Pantomimes involving emotions, as: (*a*) coming home to find that your little brother has broken your airplane model or your little sister has torn your favorite book; (*b*) taking a letter out of the mailbox and finding that it is an invitation to go on a thrilling trip, then running off to tell a friend; (*c*) driving off a big dog who has frightened a little child, and comforting the child.

4. Transition into situations involving speech, as: (*a*) various kinds of shoppers; (*b*) a busy lost-and-found office; (*c*) the situation in the old tale "The Stone in the Road."

In situations having characters other than those of the players, much care should be taken to make them as true as possible. Ask the children to observe such people: how they look, move, talk; what they seem to be like *inside*. Always stress characterization "from the inside out."

How To Guide A Group into Creative Playmaking

In the transition to creative plays based on stories, the leader sets the mood for the specific material to be used by: (*a*) capitalizing on the feeling of the group induced by weather, a holiday, recent experience, and so on; or (*b*) arousing curiosity by a question, picture, concrete object, and so on. The leader must always present material with enthusiasm. The story must reach inside before the children can create from it.

Give the children freedom in playing. Children can always imagine plenty of ways to make up a creative play based on a story if the leader stirs their imagination to see more in the story than appears on the surface. It is important to do this, not by suggestions, but by questions which will bring forth the ideas from them.

Try to combine in each cast some of the freer and more imaginative children with others who are shy or less imaginative. Every player should have some feeling of achievement each time he makes a sincere effort. The stronger players will help the weaker.

How to Guide the Group in Evaluation

Good comments should come first: What did you like? Did they make it clear? Was it interesting? Was the characterization real? Did they stay in character? Was the action true to the story? Was there enough action? Was the dialogue (if used) true to character? Was there teamwork? Was everyone in the scene all the time? Did the actors react as their characters would? Did the scene move at the right speed? Did it become more exciting as it moved to a climax? Could we understand what the characters said? Then ask for suggestions for improvement. It should be said that we do not go into evaluation so thoroughly with young children. Older children can evaluate more carefully.

Suggested Reading List for Creative Dramatics

(Compiled by the Drama Committee of the NRA's National Advisory Committee on Program and Activities.)

Applegate, Maurice: *Everybody's Business—Our Children*, [1952] Row, Peterson & Co., 104 Lexington Avenue, White Plains, New York.

Arbuthnot, May Hill: *Children and Books*, [1947] Scott Foresman & Co., 114 East 23rd Street, New York 10.

Burger, Isabel B.: *Creative Play Acting*, [1950] A. S. Barnes & Co., 232 Madison Avenue, New York 16.

Cole, Natalie R.: *The Arts in the Classroom*, [1942] The John Day Co., 210 Madison Avenue, New York 16.

Dewey, John: *Art As Experience*, [1934] Minton Balch & Co., 210 Madison Avenue, New York 16.

Durland, Frances: *Creative Dramatics for Children*, [1953] Antioch Press, Yellow Springs, Ohio.

Hartman, Gertrude: *Medieval Days and Ways*, [1937] The Macmillan Co., 60 Fifth Avenue, New York 11.

Healy, Daly: *Dress the Show*, [1948] Row, Peterson & Co., 104 South Lexington Avenue, White Plains, New York.

Lease, Ruth, and Siks, Geraldine Brain: *Creative Dramatics in Home, School and Community*, [1952] Harper & Bros., 49 East 33rd Street, New York 16.

Mearns, Hughes: *Creative Youth*, [1928] Doubleday & Co., Inc., Garden City, New York.

Mearns, Hughes: *Creative Power*, [1929] Doubleday & Co., Inc., Garden City, New York.

Mearns, Hughes: *The Creative Adult* [1940] Doubleday & Co., Inc., Garden City, New York.

Rasmussen, Carrie: *Speech Methods in the Elementary School*, [1949] Ronald Press Co., 15 East 26th Street, New York 10.

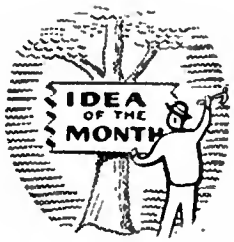
Sawyer, Ruth: *The Way of the Storyteller*, [1947] The Viking Press, 18 East 48th Street, New York 17.

Ward, Winifred: *Playmaking With Children*, [1947] Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1.

Ward, Winifred: *Stories to Dramatize*, [1952] Children's Theatre Press, Anchorage, Kentucky.

Washburne, Carleton W.: *A Living Philosophy of Education* (Chapter on Dramatic Expression) [1940] The John Day Co., 210 Madison Avenue, New York 16.

"The culture we seek and the opportunity for the development of the child's creative life are at hand. We need only the imagination to use them. If we can think more creatively about our children, we can not only help them to become artists or craftsmen or scientists but, what is more important, help them to become real persons."—Albebt Sydney Raubenheimer in "Children and the Creative Life," Recreation, September, 1954.



IMAGINEERING—

and The Annual Board Meeting

Jean Lang Glover

This plan for a really "live" annual meeting of the advisory board is original, has sparkle—and brings out all sorts of future possibilities. It brought so many compliments we thought you might like to try it. Besides, it was fun! We wish we'd been there!

THE RICHMOND, Virginia, Department of Recreation and Parks believes that its advisory board had a unique and worthwhile annual meeting May 13 of this year. The board, the staff of the department, and active volunteers among the citizenry engaged in a bit of "imagineering" under the excellent direction of Charles B. McFee, Jr., vice-president and general manager of the Virginia Automotive Trade Association.

Mr. McFee, a prominent public relations man, explained that imagineering was not only fun in the doing and often funny in the hearing, but also constructive in its results. To *imagineer* one must forget the practical and the scientific formulae which he would have to remember if he were going to *engineer*. The way to a fresh outlook, original ideas, and fascinating possibilities is through first imagineering, and then engineering.

With this explanation he called upon his audience to divide themselves into groups of ten, elect a secretary who would record the imagineering of the group, and a chairman who would report the results of this projection by the ten. The groups were given fifteen minutes to pluck from their passing fancies, flights of imagination, and most fanciful dreams what they thought would improve the program and facilities of the department of recreation and parks. By this time a buzz had risen from the quiet audience, and Mr. McFee made a last suggestion over what had already become a "buzz session"—"We'll let the staff of the department of recreation and parks worry about the engineering of our imagineering when we're all through!"

Among the suggestions which were placed on the blackboard for all to see, and later for the department to study, was a request for more picnic areas with cooking equipment. A tired shopper urged that park benches be placed on downtown street corners. A harassed mother suggested that baby sitters be provided on all playgrounds so that families could participate in the fun!

Showing a more serious outlook one of the volunteers urged an arts and crafts division within the department which would provide a center for more creative recreation. Public forums in each neighborhood of the city for the discussion of recreation, and producing in the summer a historical pageant of Richmond were in the minds of others.

A public golf course and more recreation for the aging were desired. Another outlet for recreation was viewed as a volunteer suggested the use of the old James River canal for power boats.

Among the new facilities desired were a wildlife exhibit native to Virginia, indoor and neighborhood swimming pools, a theatre and workshop to seat fifteen hundred with rehearsal space available, a skating rink, an ice skating facility, and an amphitheatre.

It was urged that the public schools and the department work more closely together so that the school facilities might be used with more ease, and hence more frequently, for recreational purposes. In connection with this, multi-purpose rooms in the schools to be used for recreation were asked to appear as a *must* in the blueprints for new school buildings.

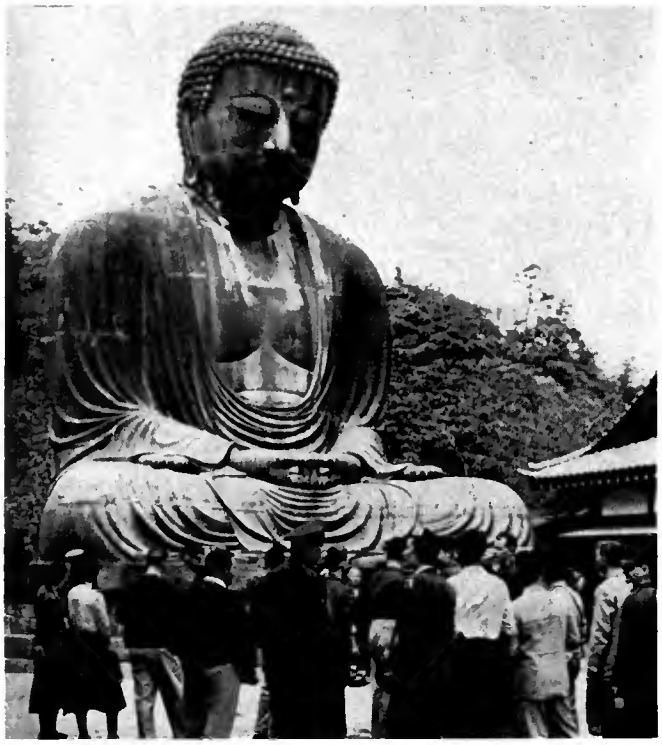
Since municipal cemeteries come under the jurisdiction of the department of recreation and parks, they, too, received their share of suggestions. More lighting and personnel were suggested, and the elimination of Sunday funerals was desired. Standardization of head stones, traffic-control markers, all flat surfaces, wider roads, and putting all lots under city perpetual care were requested. To climax the cemetery suggestions was a facetious near-election remark—a special plot in our cemeteries to be reserved without perpetual care for all city council members who vote against funds for the Richmond Department of Recreation and Parks!

Determined to have an exciting annual meeting which would rebuff the accepted notions of dull and sleep-provoking annual reports, the department planned the buzz session for future thinking and planning, distributed a pictorial revue of the department's programs and facilities, limited introductions and speeches to fifteen minutes, and quickly moved indoors at the beautiful Carillon, World War I memorial in Byrd Park, for lunch when a typical spring change in weather made the outdoor table arrangements a little too uncomfortable.

JEAN LANG GLOVER *is the educational secretary of the Department of Recreation and Parks in Richmond, Virginia.*

At home and abroad, servicemen participate in recreation programs which enhance their off-duty hours. The activities mentioned here are adaptable for any young-adult groups.

PROGRAMS for SERVICEMEN



Servicemen everywhere like sightseeing tours. As in other countries, Japan has a host of attractions for those who just want to "look-see" as well as for shutterbugs; and the famous ancient *Daibutsu* (great Buddha) in Tokyo, is the center of attention for this tour group sponsored by the Propeller Service Club which conducts a weekly tour to points of interest.

Community-Wide Celebration

Manhattan, Kansas, honored local service personnel with a Fort Riley Day celebration. The entire day was devoted to showing appreciation to persons in uniform and furthering public relations between Fort Riley and the community.

All service people were admitted to the Kansas State College-Nebraska University football game at the Ahern Memorial Stadium on the campus of Kansas State College for a reduced price. Four movie houses admitted soldiers free from one to six o'clock. Four blocks in the center of town were roped off from six to eleven o'clock for a gala street dance featuring both social and square dancing. A professional talent show was conducted on an elevated platform in the middle of the main business intersection.

Free cokes were given out all evening to uniformed personnel. Stores announced special sales of items interesting to servicemen, and remained open until nine o'clock instead of closing at five as usual. The Council of Church Women provided a room information service.

All regular eating establishments catered to service personnel; and three additional eating facilities were conducted by the Manhattan Committee on Soldier Recreation, the First Methodist Church, and American Legion Auxiliary.

The sponsoring groups were the Chamber of Commerce, Junior Chamber of Commerce and the Manhattan Recreation Commission.

Programs With Music

These musical programs, reported in the July 1954 *Program News* of European Command Army Service Clubs, proved to be popular additions to the service clubs' scheduled events:

JUKE BOX JURY

At the Cannoneers' Corner Service Club in Darmstadt, this program is a regular feature. Each contestant plays his favorite record (either his own or one belonging to the club) and gives a three-minute pep talk about it. A pre-picked jury discusses such things as the record's style, arrangement and quality; and then ballots are cast to determine whether or not the record is suitable to be nominated as a "Cannoneers' Favorite." The winning record for the evening is included in the "Cannoneers' Record Hall of Fame."

MUSICAL CHARADE SKIT

American Way Service Club in Munich tried a charade program based wholly on music. Six men were selected as a panel to guess names of charades, each of which was a song title. A band "helped" by playing the wrong number as the charade was presented on stage. "I'll See You In My Dreams," "Doggie in the Window," and "Stormy Weather" were some of the titles acted out in fine style.

Airmen and their dates "chow up" during a Sunday picnic at a local plantation. This is one of many occasions on which citizens near Sewart Air Force Base, Tennessee, have graciously lent homes and gardens to the servicemen for outings and parties under supervision of the Service Club directors.

The do-it-yourself trend has many adherents among military personnel. Mitchell Field, Long Island, has a woodworking shop on the base where airmen spend many of their off-duty hours making a variety of useful articles for their homes.

Platter Parade

The stage of the Carousel Service Club in Mannheim was decorated to simulate a radio station with appropriate signs, station call letters and control box. With this effective setting as background a very successful disc jockey show was staged with commercials, interviews, and, of course, music. It was request time for the men.

Programs for Listening

Vogelweh Service Club in Kaiserslautern, as part of music "listening" activities, distributed typed programs and had a narration for both classical and modern jazz recorded sessions. A musical movie program called "Magic Melodies," consisting of films such as *Music in America, Music in Canada,* and movies of instrumental soloists and ensembles was used for another program. A jazz trio was hired as a "starter" for a Sunday jam session which grew into a regular weekly feature as musicians recruited their friends and club advertising and word-of-mouth publicity carried news of the activity to the men.

Lounge Crafts Activities*

Stone Etching

When man first took pen in hand—so to speak—he picked up a chisel and carved his symbols in stone.

Today, a stone carver or etcher picks up a paint brush and a bottle of acid and produces in the wink of an eye an engraved stone that might have taken his caveman forebears many hours of laborious handwork to complete.

Because stone etching is a quick and easy project requiring few working materials, it's an excellent craft for a lounge demonstration and group activity. And, according to crafts director Dorothy Cavalier, Southern Area Command, soldier craftsmen find the project intriguing.

Miss Cavalier has been conducting lounge demonstrations in stone etching throughout Munich Sub-Area. For her demonstrations, she uses flat stone plaques (about tile-size) of a sandstone and limestone combination.

Design patterns are provided or the craftsmen may create their own designs. These are transferred with tracing paper to the stone.

The areas in the pattern which are to be protected against the corroding action of the acid are painted with any enamel paint, lacquer, or airplane dope. The latter is used for demonstration purposes because it is quick drying.

The acid eats away these unprotected areas leaving a raised design. If the design pattern itself is to be raised, that area is painted. If it is to be grooved into the tile, then the background areas are coated with paint or lacquer.

Once the coating has dried, the stone is dipped into an acid solution. For her demonstrations, Miss Cavalier uses one part hydrochloric acid to five parts water. The acid action works rapidly, in minutes, and the stone may be removed when the desired depth of the etching is reached. When the stone has dried again, a coat of shellac is applied to give it a protective covering and smooth finish.

The completed tile is in itself a finished product, making an attractive gift for the folks at home particularly when decorated with a design symbolic of the local area. It may be used as a wall plaque and it makes an ideal hot plate holder for the dinner table.

A series of the etched stone plaques will make a decorative border for an indoor or outdoor garden plot, though for outdoor use the stones are subject to weather-wear.

Like ceramic tiles, the stone plaques may be inlaid to make a colorful pattern in a serving tray, on a coffee tray end table or other pieces of household furniture.

Plaster Carving

Carving in plaster is a lounge project that provides an excellent introduction to the art of sculpturing. The craftsman needs few tools—any kind of knife will do, and sandpaper produces a good finish.

Making the plaster block to work from requires a mixing pan, dry plaster and water. A mixture of about one part water and two parts plaster is a good proportion. If the plaster sets slowly, adding some salt will hurry it up; if it sets too fast, a little vinegar will slow down the action.

The plaster is sifted into the water, allowed to sit for five minues or so and then stirred slowly until it begins to harden. When it starts hardening, it must be poured immediately into the mold. If coloring is to be added, it has to be mixed in quickly just before the plaster is poured into the mold.

For molds, any heavy paper throwaway container—milk carton, paper plate, paper cup, show box—is usable. (Have a fistful of clay handy to plug up any leaks in the paper container.) The hardening process is quick, about a quarter of an hour. Once the plaster has solidified, the paper mold is stripped off and the plaster is ready for carving.

For a relief carving in a plaque, a paper plate is used for the mold, and a wire hanger is inserted in the plaster as soon as it is poured.

If no coloring is added to the plaster before it is molded, the finished carving may be painted with water colors or oils or may be varnished, shellacked or waxed.

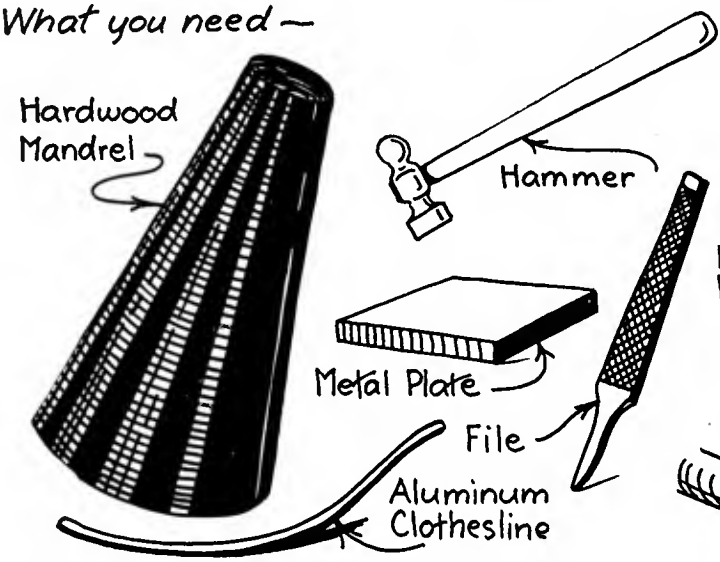
["Mobile Madness" by Gertrude C. McConnell. RECREATION, January 1954, tells about another good craft activity for servicemen.—ED]

* Reprinted from *Spotlight*, August 6, 1954, published by Technical Information Office, U. S. Army, Europe, Special Activities Division.

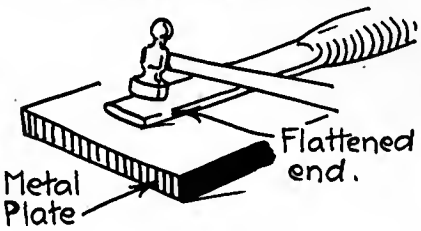
How To Do It! by Frank A. Staples

BRACELET and PENDANT made from Aluminum Clothesline

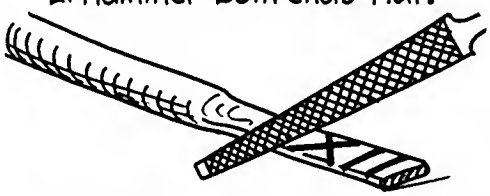
What you need—



To Make a Bracelet



1. Cut aluminum clothesline 22 inches long.
2. Hammer both ends flat.



3. File design on top side. *Design may be filed in round area. Do not file too deep.*
4. Wind aluminum clothesline around mandrel.

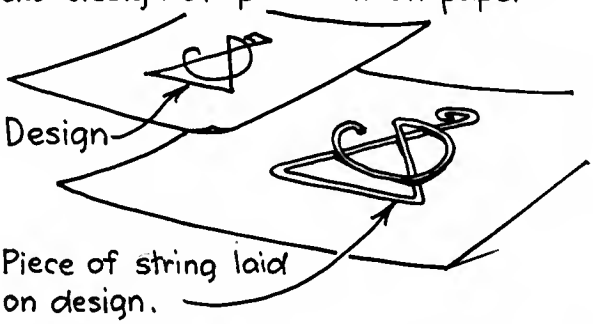
Hammer beginning end to fit the circular form of the mandrel.

Then with your hands wind rest of length around mandrel.

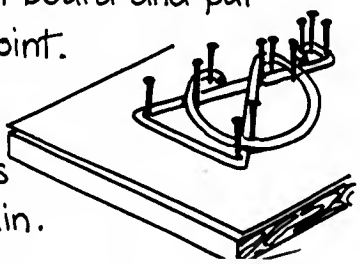
Finally hammer other end to fit mandrel.

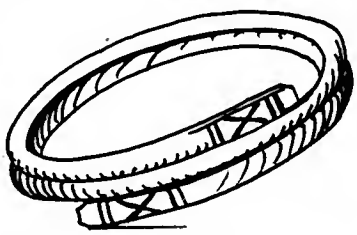
To Make a Pendant

1. Draw design of pendant on paper.



2. Lay piece of string on design to get length of wire needed.
3. Cut wire length of string.
4. Lay paper drawing on board and put nail at each angle point.
5. Bend wire around nails.
6. Round shoe lace makes excellant pendant chain.





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PERSONNEL

National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel

W. C. Sutherland

The third annual meeting of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel took place during the recent National Recreation Congress. Just short of three years old, this committee has much to show for its brief existence. Composed of eighty members from thirty-three states and the District of Columbia, representing all the NRA's field districts, it has outlined, planned, and launched a broad personnel program which is doing much to dignify the recreation profession and to improve recreation services.

Thirty-seven assignments have been made by the five subchairmen on Recruitment, Undergraduate Education, Graduate Education, Inservice Training and Placement. Ten additional assignments have been made by the committee in general. The accomplishments, to date, of a committee that has been able to meet only twice previously and whose members are scattered from coast to coast, are nothing short of amazing. The work has been carried on almost entirely by correspondence.

Among its accomplishments are some valuable publications and studies: the twenty-nine-page manual on inservice training for parks and recreation; twenty thousand copies of an attractive pamphlet, *How To Choose the Right College for Your Career in Recreation;* a national salary study conducted and the report published in RECREATION with reprints distributed widely; two studies of student aid— scholarships, fellowships and assistantships — conducted and published with wide distribution; a fifty-page publication, *Playground Leaders—Their Selection and Training;* a thirty-page booklet on training community center personnel, now ready to go to press; lists of colleges and universities conducting major recreation curricula have been brought up-to-date and made available for wide distribution; a study of student field experience of which published reports are now available; twenty-one articles by members of the committee have appeared in RECREATION magazine.

The committee participated in and prepared material for a chapter on recreation at the Fourth National Conference on Health in Colleges. The personnel sessions at the national congress and district conferences were developed from the committee's suggestions. Its members have carried important responsibility for these and have participated in special training meetings and the Second Student Conference on Inter-American Culture and Education. Twenty thousand copies of *Recreation —A New Profession in a Changing World* were distributed by the committee as an aid to recruiting for the recreation profession, and complimentary copies of the Howard Braucher memorial publication were sent to three hundred and fifty recreation students.

Publications and reports for which material is now being assembled include: a national survey of colleges and universities conducting major recreation curricula; campus recreation study; the essentials of a good recreation department; a statement on personnel policies and practices; and several miscellaneous recruitment articles.

The committee has many other projects pending and suggested. Among these are: fund raising for a national personnel survey; a standard salary study plan; a statement on certification, licensing, and accreditation; revision of *Personnel Standards in Recreation Leadership;* a study of the qualities of a good recreation executive; how to select a recreation executive; special materials for a continuous interpretation of personnel standards for city managers, mayors, and other public officials; a plan for an acceptance of standardized nomenclature and job titles; encouragement of recreation agencies to provide more opportunities for major recreation students in summer and part-time positions; the development of a continuing working relationship between executives and recreation educators; promotion of scholarships, fellowships, and internships; and criteria for evaluation of job performance.

The various subcommittees on personnel are continuing to study the major problems in their respective areas and the approaches to their solution. The present committee is to be congratulated on its accomplishments in the short period of its existence. It has identified inhibitions, studied and analyzed important problems, prepared excellent publications and materials for immediate use, accepted urgent assignments, and has made suggestions for a continuing program. It is strongly recommended that this large and effective committee made up of recreation educators, general educators, and park and recreation executives be given encouragement and increasing support by the National Recreation Association and the recreation profession.

The collective wisdom, force, and action evidenced in the foregoing list of activities testifies to the readiness and willingness of the committee members to give unselfishly of themselves to improve the profession and to advance the recreation movement in America and throughout the world. It has been my genuine pleasure to work with and to be associated with such a conscientious and dedicated group.

MR. SUTHERLAND, *head of the National Recreation Association Personnel Service, has acted as secretary to this national advisory committee during its three years of operation.*

Reporter's Notebook

◆ The First Annual Dixie Recreation Administrators Workshop will make its bow at Florida State University in Tallahassee, November 29 to December 3, under the joint sponsorship of the university and the National Recreation Association. University credit is available if desired. Among the consultants will be George Butler, director of the National Recreation Association Research Department: Russell Foval, superintendent of recreation, Decatur, Illinois; Wayne Shields of the U. S. Air Force Office of Community Services; as well as members of the university faculty. For further details: Dr. W. J. Tait, Director of Recreation Curriculum, Florida State University.

◆ Proceedings of the 1954 California Recreation Conference held at Santa Rosa are now available. Copies of the hundred-page pamphlet, with information on thirty-six recreation agencies, may be obtained from the State of California Recreation Commission, Room 609, 721 Capitol Avenue, Sacramento.

The 1955 conference is already on the calendar for February 13 to 16 at Santa Cruz to be sponsored by the commission, the California Recreation Society, and the National Recreation Association. The National Industrial Recreation Association and professional organizations will conduct concurrent conferences.

◆ The Recreation and Park Commission of East Baton Rouge Parish, Louisiana, recently received a hearty vote of confidence when five thousand property owners in its area agreed to an additional four-tenth mill tax for the purpose of expanding recreation activities. Meanwhile, the commission has been busily developing facilities at Ville Platte City Park and the new Como Park in Abbeville. The latter, a forty-acre tract willed to the commission by Dr. A. J. Como, is being financed by a $60,000 bond issue plus fifty per cent of the receipts from all parking meters. When the cost of the meters is paid the park will receive the total revenue.

◆ "Adult Education for a Free Society" is the theme for the forthcoming conference of the Adult Education Association of the U.S.A., to be held at the Hotel Morrison, Chicago, November 5 to 10. Historian Henry Steele Commager, will keynote the conference.

◆ In a recent full-page advertisement in a New York City newspaper, an aircraft company tried to attract workers to its new plant in Connecticut by stressing the increased opportunities for recreation and education such a move would bring. A portion of the ad carried a map of Connecticut and surrounding regions pin-pointing the various recreation attractions and points of historic interest. Accompanying the map was the following statement:

> There is more to living than working. We are looking for engineers who care enough about their future and family to want permanently the good living of New England, the educational advantages for their children of the fine schools and colleges in the area, the recreational facilities of shore and mountain near at hand, the cultural benefits of the city in close touch with the quiet beauty of the countryside, and the opportunity to become a part of the community through service.

◆ The letterhead of the Brunswick Recreation Commission up in Maine presents the recreation picture from R to N thusly:

R EDUCING DELINQUENCY
E DUCATING FOR DEMOCRACY
C OMMUNITY SOLIDARITY
R ELEASE FROM BOREDOM
E NRICHED LIVING
A BC'S OF CITIZENSHIP
T EAMWORK AND TOLERANCE
I NVESTMENT IN YOUTH
O PPORTUNITY FOR ACHIEVEMENT
N EW COMMUNITY HAPPINESS

◆ Chicago's Fifth Annual International Square Dance Festival will sashay into the International Amphitheatre November 13 from 9 A.M. until midnight. In addition to dance exhibitions there will be discussions and clinics. The festival is sponsored by the Chicago Area Callers Association of the Chicago Park District which conducts an active year-round square dance program at the parks, shopping centers, schools, fairs, community centers, and other meeting places.

◆ In Pittsburgh, Pennsylvania, where lack of funds threatened to stop public recreation work in forty-six locations, the city council has taken over the recreation program of the city school district to provide a unified program which will be entirely operated and supported by the city government. School facilities will be used in addition to city facilities.

◆ The first Northwest Institute on Serving the Needs of our Aging Population will be held at the University of Washington in Seattle November 11-13. Two nationally known speakers will address the institute and be available as consultants: Dr. Wilma Donahue, director, Division of Gerontology, University of Michigan, and Clark Tibbitts, chairman, Commission on Aging and Geriatrics, U. S. Department of Health, Education, and Welfare. Contact the Office of Short Courses and Conferences, University of Washington, Seattle 5.

◆ In Ohio this summer some one thousand crippled children attended camps scattered over the state. County societies, Rotary Clubs, the Ohio Society for Crippled Children, Inc., and other groups were responsible for the camping program which included day camps and one-week, two-week and longer periods in camps which ranged from the very rustic to the highly cosmopolitan.

◆ Special one-day recreation conferences for municipal officials, recreation board members, school and civic leaders were held recently in Alabama, sponsored by the Alabama Recreation Society, the Alabama League of Municipalities, and the National Recreation Association. The program was designed *not* for professional recreation workers or leaders but for municipal officials and laymen whose civic and community duties and activities bring them into the over-all recreation picture. The programs included a review of legislation, financing, trained personnel, program content, and public relations to better promote interest in recreation activities.

◆ In observance of National Joseph Lee Week the San Francisco Recreation and Park Commission sponsored a performance of *Lucia di Lammermoor* as part of its midsummer music festival at the Sigmund Stern Recreation Grove.

◆ Under the leadership of Robert Smith, coordinator of music for the Parks and Recreation Department of the City and County of Denver, the city is having an exciting expansion of participation in music. Seven local choruses, a symphonic band and a string orchestra give individual performances as well as frequent radio and television appearances.

Music Week observance has taken on new vitality with the addition of municipal music to the outstanding public school program. Directors and accompanists are engaged on a part-time basis. Enthusiastic cooperation of the music department of the public schools provides rooms and library service. The budget for 1954 is $15,600.

◆ The following statement was quoted in the September 1954 issue of the *National Municipal Review* from Part V. "Reduction of Urban Vulnerability," of the *Report of Project East River*, published under Signal Corps contract by Associated Universities, New York City, 1952. It appears in a section entitled "Standards for States, Cities":

> Parks and Other Open Space: Lack of large parks is common in most of the rapidly developing suburban areas today. Private golf courses, once a substantial source of open land, are being absorbed for large-scale housing developments. Civil defense requirements indicate the need of a vigorous revival of park acquisition programs by states and counties. Since the metropolitan areas are expanding rapidly into their surrounding countryside, a program of federal aid to states, counties, and cities is essential for such areas. The problem of maintaining open space between urban communities is one of the most difficult to solve. Opportunities once missed, as a practical matter are almost permanently lost.

◆ One of the most attractive and useful bits of publicity material to come to our attention is the "Recreation Calendar" put out by the recreation department in Hanford, California. The neatly illustrated calendar in the standard square-per-day form contains very adequate information about the special recreation activities; and on the page for each month there is the department's slogan, "Leisure Can Lift—all who use its opportunities," and a short original rhyme about leisure.

◆ The annual report for 1952 from Baltimore, Maryland, tells of a successful cooperative nature and gardening program: The department of education and the bureau of recreation have jointly conducted a garden and nature program for eighty children of the lower grades of Graceland Park Elementary School. One third-grade and one fourth-grade class were selected to participate in the program for one period a week.

The response of both children and teachers in charge was enthusiastic and considerable interest was stimulated in living and growing things. The instruction was varied from time to time through trips, pictures, and guest speakers. The bureau of recreation hoped that this successful experiment would result in a training course for teachers which would enlarge this type of program and increase the knowledge of gardening, create a respect for property, and develop appreciation of nature.

◆ The Willamalane Park and Recreation District, Springfield, Oregon, produced a thirty-minute movie, *A Summer of Fun*, photographed by Bert Dotson, summer handcraft specialist, in his spare time. The movie, depicting the many summer activities for people of all ages, is in color and magnetically sound stripped, with background music and narration. It is shown to service clubs, church groups, and so on, and is an excellent public relations promotion piece.

◆ National Garden Institute at 1368 North High Street, Columbus 1, Ohio, publishes a very attractive and informative monthly lesson unit, *School Gardengram*, containing gardening activities for classroom use. Copies are available on request.

◆ According to *State Park Statistics—1953*, compiled from annual records on state parks and related recreation areas by the Cooperative Activities Division of the National Park Service:

> The rate of increase in attendance for 1953 was slightly higher for overnight use than for day use, with the major gain occurring in tent and trailer camping . . . Of the total of overnight visitors in 1953, sixty-two per cent stayed in tent or trailer camps . . . Within the last five years, the use of tent and trailer camps has more than doubled and the use of organized camps has increased by one-third, while use of cabins has shown little change and use of hotels and lodges has declined.

◆ Evansville, Indiana, has an active citizen organization called PARA (Public Advisory Recreation Association) which consists of about one hundred members, all volunteers, representing PTA's, service organizations, and so on. The members are divided into working committees which meet once a week, with the total membership meeting together three or four times a year.

◆ The Eureka, California, recreation department received a nice pat on the back when radio stations KLEM and KRED broadcasted a salute to the department which ". . . works unceasingly every week of the year to promote the happiness and welfare of our young people, children, and older people."

◆ A recent conference sponsored by the Michigan Inter-Agency Council for Recreation was aimed at increasing the recreation participation of Michigan's thousands of industrial employees and their families. Directors of industrial recreation departments convened with representatives of state government units administering recreation facilities. Reports of the conference are available upon request from the council which is at Stevens T. Mason Building, Lansing 26.

◆ Weekly roller-skating sessions started at five Los Angeles municipal playgrounds won immediate popularity. Ralph Borrelli, director of special events for the recreation and parks department, says that the afternoon sessions, which are open to youngsters of sixteen and under, and the evening sessions for older skaters have attracted large throngs. The sport's devotees glide over the hardwood floors of the playgrounds' community clubhouses to the strains of recorded organ music. Rental fees for the fiber-wheeled skates are twenty cents for the afternoon sessions and thirty-five cents for the evening ones.

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MARKET NEWS

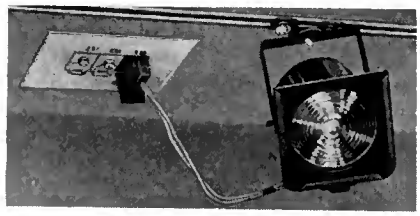
▶ Paddle Pool, a game invented by a Tacoma, Washington, schoolteacher, is an indoor or outdoor game for all ages which has received the approval of many recreation leaders in the Northwest. The game board, which is 26 by 24 inches, may be placed on a table or on the floor for playing. The set includes the sturdy board, four wooden paddles, two balls, and playing instructions. Howard Manufacturing Co., Kent, Washington.

▶ A new do-it-yourself kit which enables young or old anglers to make their own fishing lures has recently appeared on the market. The kit makes six varied lures suitable for bait-casting or spinning in fresh or salt water, and

includes all parts necessary to make the finished lures: wood bodies, treble hooks, screw eyes, washers, metal lip, split rings, glass eyes, instruction booklet, two brushes, and four jars of paint. Pastime Products Co., 40 Newkirk Plaza, Brooklyn 26, New York.

▶ Merry-Go-Round Books are a combined record and book series for children from six to ten years old. Each book, illustrated in full color, tells a story of children from another land and includes a seven-inch, 78 rpm unbreakable record of folksongs of that land. So far the series includes *All By Myself* (France), *Little Bettina Make Believe* (Italy), *Little Old Lady of Cliffside* (Norway), and *The Day the Clouds Rubbed Noses* (Ireland). The John C. Winston Co., 1010 Arch Street, Philadelphia 7, Pennsylvania.

▶ Hub Electric Company has published an attractive new bulletin which describes in detail their simplified stage-lighting system for elementary school auditoriums. Shown in the photo is a portable lighting unit which attaches easily to channels mounted in the ceiling and the branch circuit receptacles



which provide electrical connections. For a copy of Hub Bulletin ES-54, write to the company at 2255 West Grand Avenue, Chicago 12.

▶ Two kits which should be of interest to recreation people are the Stroblite Admission Identifier and the Stroblite Experimental Outfit. The first kit is a hand-stamping outfit to control admissions at dances, shows, fairs, and other events where people wander in and out. Patrons' hands are stamped with a harmless, invisible ink which becomes visible only under ultra-violet light. The complete kit contains the stamping ink, lamp and replacement tube, table stand, rubber stamp, and stamp pad. The second kit is a practical outfit containing materials for the study of fluorescence and for developing various spectacular luminous color and light effects for stage productions, displays, and so on. Strohlite Company, Dept L, 35 West Fifty-second Street, New York 19, New York.

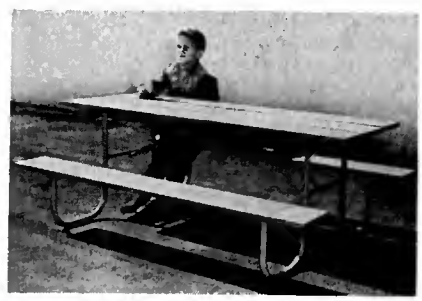
▶ Original and fanciful Advent Cards, which tell favorite Christmas stories by means of surprise pictures concealed on the cards behind tiny, numbered

doors to be opened, one each day, during Advent time, will heighten pre-Christmas pleasure for children. "Joy to the World," illustrated, is one of a series of the lovely, full-color, lithographed cards produced by Hallmark Cards, Kansas City, Missouri, and available at department stores, stationery and gift shops.

▶ Gem-Vue is a liquid which aids gemology hobbyists in determining the value of their stones by revealing flaws, telling color characteristics, and disclosing verticle axis. Stones are dropped into the specially designed wide-mouth jar of fluid for evaluation. Gem-Vue, Box 5122, Dept. R., Cleveland 14.

▶ Port-A-Phone is a new portable wireless intercom which can be plugged into any standard light outlet. It allows instant two-way communication between two, three, or more persons in separate departments or buildings and has super-sensitive sound pick-up. Voices are picked up and transmitted up to two and one-half miles within the same power-line transformer circuit. General Industrial Co., 5738 N. Elston Ave., Chicago.

▶ Wells' Children's Picnic Table, CP22, is designed especially for the "small



fry." It seats eight comfortably, is durably constructed, and is easily dismantled for storage. The table is 60 inches long, 22¼ inches wide, and 22 inches high. The benches are attached. Wells All-Steel Products, P.O. Box 192, Dept. R. North Hollywood, California.

Books & Pamphlets Received

AAHPER OFFICIAL GUIDES: Official Archery—Riding Guide. Pp. 128. $.75. Official Basketball Guide, September 1954 - September 1955, with Official Rules and NSGWS Basketball Standards. Pp. 160. $.50. Official Bowling — Fencing — Golf Guide, July 1954-July 1956. Pp. 128. $.75. Official Field Hockey —Lacrosse Guide with Official Rules September 1954 - September 1956, Nancy Sawin "Field Hockey" and Eugenia Gire, "Lacrosse." Pp. 144. $.75. Official Soccer—Speedball Guide, July 1954 - July 1956. Pp. 128. $.75. Official Tennis Badminton Guide, June 1954-June 1956. Pp. 128. $.75. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington 6.

Adult Education for Everybody. New York Adult Educational Council, Inc., 104 Fifth Avenue, New York 11. Pp. 112. $2.50. (Quantity prices on request.)

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Basketball Scoreboards And Backstops
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3566 DeKalb St. • St. Louis 18, Mo.

Animals of the Southwest Deserts, George Olin. Southwestern Monuments Association, Box 1562, Gila Pueblo, Globe, Arizona. Pp. 112. $1.00.

Basic Concepts in Community Planning for the Cerebral Palsied. United Cerebral Palsy of New York City, Inc., 47 West 57th Street, New York 19. Pp. 44. $.20.

Basketball for Girls and Women. Helen B. Lawrence and Grace P. Fox. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36. Pp. 254. $4.00.

Cerebral Palsy — A Social Problem. United Cerebral Palsy of New York City, Inc., 47 West 57th Street, New York 19. Pp. 47. $.20.

Complete Guide to New England, Andrew Hepburn. Travel Enterprises, Inc., 257 Fourth Avenue, New York 10. Pp. 174. $1.00.

Educators Guide to Free Films. Educators Progress Service, Box 497, Randolph, Wisconsin. Pp. 566. $6.00.

Educators Guide to Free Slidefilms. Educators Progress Service, Box 497, Randolph, Wisconsin. Pp. 209. $5.00.

Essentials for Developing Community Recreation. The Athletic Institute, 209 South State Street, Chicago 4, Illinois. Pp. 28. $.25.

GOLDEN BOOKS: Betsy McCall's Paper Doll Story Book, Steffi Fletcher. Unpaged. $1.00. Gergely's Golden Circus, Peter Archer. Unpaged. $1.00. Golden Play Book of Airplane Stamps, The, Paul Iensen. Pp. 48. $.50: Golden Play Book of Bible Stamps, Elsa Jane Werner. Pp. 48. $.50. Simon & Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20.

Golf for Boys and Girls, Chick Evans. Popular Mechanics Press, 200 East Ontario Street, Chicago 11, Illinois. Pp. 112. $3.50.

How to Develop Physical Functions in the Growing Individual, Evelyn Loewendahl. Arthur C. Croft Publications, New London, Connecticut. Unpaged chart. Free.

Introduction to Psychiatric Occupational Therapy, Gail S. Fidler and Jay W. Fidler, Jr. The Macmillan Company, 60 Fifth Avenue, New York 11. Pp. 200. $4.00.

Lyle Brown's Sports Quiz. Pocket Books Inc., Rockefeller Center, New York 20. Pp. 256. $.25.

Plastics for Fun, A. F. Bick. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin. Pp. 96. $3.25.

Power Tennis, Maureen Connolly. A.

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S. Barnes & Company, 232 Madison Avenue, New York 16. Pp. 85. $3.00.

RAINY DAY ACTIVITIES, Gladys Cox Lewis. California Education Press, California Teachers Association, Southern Section, 612 Figueroa Street, Los Angeles, California. Pp. 47. $1.25.

OFFICIAL BASKETBALL RULES FOR GIRLS AND WOMEN, September 1954 - September 1955 (Reprint), Grace Fox. American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington 6. Pp. 37. $.25.

SARGENT GUIDE TO SUMMER CAMPS, THE. Porter Sargent, 11 Beacon Street, Boston, Massachusetts. Pp. 127. $1.10.

SOURCES OF FREE AND INEXPENSIVE MATERIALS IN HEALTH EDUCATION. Curriculum Laboratory, Division of Secondary Education, Teachers College, Temple University, Philadelphia. Pp. 10. $.25.

SWIMMING POOLS FOR SCHOOLS. Donald W. Neilson and John E. Nixon. Stanford University Press, Stanford, California. Pp. 43. $2.00.

TEACHING ADULTS IN INFORMAL COURSES, Malcolm S. Knowles. Association Press, 291 Broadway, New York 7. Pp. 71. $1.00.

UNITED NATIONS — PLAYS AND PROGRAMS, Aileen Fisher and Olive Rabe. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 296. $3.50.

VOCATIONAL PLACEMENT OF THE CEREBRAL PALSIED. United Cerebral Palsy of New York City, Inc., 47 West 57th Street, New York 19. Pp. 13. $.15.

WHERE TO BUY SUPPLIES FOR EDUCATIONAL INSTITUTIONS. Porter Sargent, 11 Beacon Street, Boston 8. Pp. 160. $2.20 cloth, $1.10 paper binding.

Periodicals

JOURNAL OF SOCIAL WORK PROCESS. Published jointly by the Alumni Association and the Faculty of the University of Pennsylvania School of Social Work, 2410 Pine Street, Philadelphia 3. Pp. 110. $2.00.

SELF PORTRAIT, A: A Magazine for Policemen. Police Department, City of New York, Bureau of Public Relations, 240 Centre Street, New York 13. Pp. 60. Free.

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"CAMP DIRECTORY"—1954

Over 2000 camps affiliated with the American Camping Association are listed alphabetically by States.

"CAMPING at the MID-CENTURY"—1953

A Census of Organized Camping . . . Facts and information. Number of camps and campers . . . types of camps . . . facilities . . . trends and standards . . . statistical tables.

"CAMP SAFETY DIGEST"—Reprinted 1954

Articles on Safety in all phases of the camp program and organization by leaders in the field (Mason, Sweer, Camp, Hammett, Jaeger, et al.)

WRITE FOR COMPLETE LIST OF PUBLICATIONS

Magazine Articles

ARCHITECTURAL RECORD, *July* 1954
School Board and Park Board Cooperate.

BEACH AND POOL, *July* 1954
Organizing an Aquatic Clinic, *Russel Urauhart.*
What's New in Swimming Pool Construction? *Ray E. Behrens.*
The Contribution of Swimming to Physical Fitness, Part II, *Thomas K. Cureton.*
Portfolio: Disinfecting Agents.

August 1954
What Kind of Filter Should I Buy? *Jack Robineau.*
Portfolio: Chemical Control Tests.
The Contribution of Swimming to Physical Fitness, Part III, *Thomas K. Cureton.*

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, *September* 1954
California Goes Forward in Recreation, *Louis E. Means.*
Standards in Public School Camping, *John L. Squires.*
Safe Hunting Through Education, *J. Bertram Kessel.*

PARK MAINTENANCE, *July* 1954
Stadium Turf Failure Licked, *John W. Howie.*
California's 3,000 Mill Riding and Hiking Train Takes Shape.

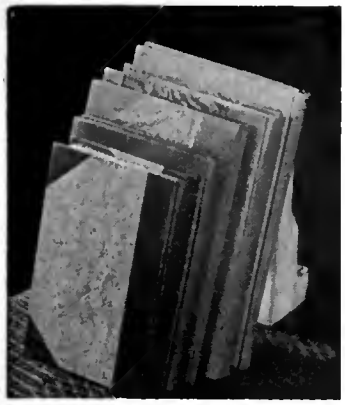
August 1954
Cutting Down the Turf Traffic Tool, *William H. Daniel.*
Akron's Lawn Clinic Mushrooms Into Worthwhile Public Relations Stunt.

PARKS AND RECREATION, *July* 1954
Necessary Attributes of a Good Park Employee, *John J. Considine.*
Couldn't Women Be Gainfully Employed in the Park Profession? *Warner Goshorn.*
Everything a Park Man Dreams of Having, *Joseph J. King.*

August 1954
In Vigilance the Solution to Park Cleanliness? *Charles E. Doell.*
Park Picnic Tables, *Arthur T. Wilcox.*

PLEASE

All manuscripts **submitted for publication in RECREATION should be *double-spaced*, have *good margins*, and should be a first copy NOT a carbon!**



new Publications

Covering the Leisure-time Field

The Book of Games for Boys and Girls

Evelyne Borst. A. S. Barnes & Co. 232 Madison Avenue, New York 16. Pp. 277. $3.50.

In this reviewer's opinion, this book is something more than the average book on games and how to teach and play them. It is, in addition, a stimulating account of creative activity cast in the mold of informal relaxing play designed to give development to the total individual.

Miss Borst has predicated her information upon the well-founded assumption that games which have been passed down to us are a sort of residue of early man's cultural habits and experiences not only as these related to his physical life, but to his imaginative powers as well.

The game leader or teacher, therefore, who is desirous of providing opportunity for both mental and physical development will especially welcome sections of this book, for he will discover that the author, like many of our foremost educators, places emphasis upon the pleasurable nature of learning with games as the avenue through which pleasurable learning can travel.

One entire section of the book uses creative and imaginative games to teach factual information: and material is based upon factual study of history, geography and literature.

As an example in point, let us glance at the section of games for Lincoln's Birthday. In her introduction, Miss Borst makes clear her contention of games as informational material.

"The games for Lincoln's Birthday give children the opportunity to correlate fact with fun. Games for this patriotic day are based upon events from the boyhood and manhood of Lincoln. History becomes alive as the boys and girls partake in the celebration."

Then follow singing, marching, circle games with each circle representing one of Lincoln's childhood homes; a pantomimic game using Lincoln's vocations as subject matter; a yarn-spinning game in round-robin storytelling form; and many of the more familiar competitive relay-type games. Likewise games for Christmas, Thanksgiving, St. Patrick's Day, Washington's Birthday— in fact, all our important days —are developed in an interesting and fun-giving way.

For the more traditionally-minded game leader there is also ample material on "Indoor Games, With and Without Equipment;" "Games for Playground and Gymnasium;" "Picnic Planning;" and a chapter on "The Leadership of Games."

I suggest that for the creative director, teacher or recreation worker, *The Book of Games for Boys and Girls* is an indispensible addition to the library shelf.—*Grace Walker*, Creative Recreation Leadership Training Specialist, National Recreation Association.

Basketball for Girls and Women

Helen B. Lawrence and Grace I. Fox. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36. Pp. 254. $4.00.

This very well-written book with material well organized for easy reference, is filled with practical suggestions and the answers to many problems confronting teachers and recreation leaders responsible for the coaching and management of girls' and women's basketball teams.

The material has been divided into three sections:

The first deals with management and includes down-to-earth discussions on sportsmanship competition, conditioning, prevention and care of injuries and officiating.

The second deals with an analysis of individual and team techniques. These are clearly explained, and include catching and passing, goal shooting, offensive and defensive team play, giving the how and why of each.

The third covers the history and development of basketball for girls and women going back to 1893. This section also includes Basketball Standards of the National Section for Girls' and Women's Sports, Standards Governing Interscholastic Athletics for Girls as carried on by the National Federation of State High School Athletic Associations, and the Rules for Competition of the Amateur Athletic Union.

This book has been very much needed. If the reader would follow the suggestions of these two authors and their findings, which are the result of many years of outstanding experience in teaching and coaching, our basketball programs would be better and there could be little criticism of competitive play. It is highly recommended.—*Helen M. Dauncey*, Katherine F. Barker Memorial Secretary for Women and Girls, National Recreation Association.

Guide to Community Action

Mark S. Matthews. Harper & Brothers, 49 East 33rd Street, New York 16. Pp. 434. $4.00.

In preparing the *Guide to Community Action*, Mr. Matthews has rendered a valuable service to individuals and organizations interested in serving their communities. It is especially useful and significant at a time when civic and social service are increasingly recognized as rewarding leisure-time activities and when citizen participation in the solution of local problems becomes more and more essential to the maintenance of the American way of life.

This publication contains an amazing fund of information as to sources to which individuals and local groups can turn for information and advice with respect to fifteen areas of community service. Of special interest to recreation workers are the chapters dealing with "Community Arts" and "Sports and Recreation," which contain suggestions for a wide variety of recreation activities. Few if any recreation departments will be familiar with all of the sources of literature, films, and other program aids listed in the volume.

Recreation workers, as well as other municipal officials and individuals, interested in the work of a wide variety of community organizations will find many practical ideas for initiating projects, organizing committees, conducting meetings and raising funds for community projects in this valuable reference book. It tells them what they can do, how to do, and where to turn for help in doing it.

The Recreation Program

The Athletic Institute, 209 South State Street, Chicago, Illinois. Pp. 342. $3.00.

This book, the result of the Second National Workshop on Recreation, held

in the Kellogg Center for Continuing Education, Michigan State College, is the product of a year's planning, two special conferences, and ten days' intensive work on the part of carefully selected recreation executives, educators, and leaders from a wide variety of agencies and organizations.

Because it is a group product, the result of intensive night-and-day work on the part of many people, it is uneven in style, and sometimes in content; but it has a vitality often lacking in books prepared carefully by one author. It gives a vivid picture of the state of recreation programs. It is *alive*.

Many of us can argue over some of the classifications, deplore some of the omissions, but the very problems that confront every recreation department and leader confronted the special committees working on the various chapters. Programs just won't stay put! They blend, meld, run over into each other. The very fact that there is this overlapping is an indication that a rich, varied recreation program is not the result of a series of individual activities, but a colorful mosaic in which each small part blends into others, producing as a final picture a total program.

Every recreation department should have this book. Every leader should read it. Every department should use it as a base on which to build a community program and on which to add those local factors that an over-all program cannot encompass. It is *our* book, produced by *our* profession, based on *our* experiences. Its weaknesses are ours. We must make use of it.

Individualism Reconsidered

David Reisman. The Free Press, Glencoe, Illinois. Pp. 529. $6.00.

The author of *The Lonely Crowd* has presented a collection of thirty essays on a wide variety of subjects ranging from observations on the thought of Freud to football as a factor in culture diffusion.

The reader who prefers a light literary diet would do well to avoid this book because the author makes no pretense of pitching his discourse at the level of the least intellectual. His essays are written chiefly for teachers, liberals, social scientists, and intellectuals, and deal primarily with the subject of values in the area of which, he believes, people should be free to make choices else they fail to achieve individuality.

Several of these essays will not add materially to the general popularity of the author because of the acrid and satirical comments relating to a number of large and influential groups in America. For example, he offends Catholics by attacking the confession as being "more immoral than the original act which is confessed, because it means that the person is unwilling to bear the responsibility for his actions" but attempts "to shift his sense of guilt to another."

He is "not attracted by the picture of a crusade to implant self-consciousness about values in all the pious and platitudinous teachers of America. I would rather have them teach languages and algebra, and biochemistry." He also shelters doubts about leaders who in attempting to create a profession are in part doing so in order to "impress clients" and themselves, and to "regularize a colleague grouping" and "create a setting in which one is understood." This last statement reminds the reviewer of a comment by one of America's best known essayists, E. B. White, with respect to another critic. White said that this critic apparently had been spared "the irksome experience of becoming acquainted with the material he is criticizing."

The function of an essayist, I assume, is to reflect on life as he sees it and not to popularize himself. There is much in this book that is excellent. Among the essays of greatest significance to the recreationist are "Some Observations on Changes in Leisure Attitudes," "Recreation and the Recreationist," "The Themes of Work and Play in the Structure of Freud's Thought," and "How Different May One Be?"

Especially valuable are the following points of view:

1. The desire for group acceptance may put such a high premium on conformity as to result in a tragic failure to develop one's unique potentialities.

2. There is no real distinction between active and passive recreation.

3. Some people's leisure needs may have to be satisfied before they can rise above the level of needs—from the level of recreation to the level of creation.

4. We should provide funds "for those who want to do the rare and infrequent thing."

5. The child's greatest satisfaction in play appears to arise from experiences of mastery and control.

6. Care should be taken lest family recreation become boresome for all—a watered-down version of recreation in which all sharpness and vitality have been sacrificed.

If you don't object to a high degree of irritation mixed with an equally high degree of stimulation you should read many, if not all, of these essays.—*Howard G. Danford*, Director of Physical Education, Florida State University, Tallahassee, Florida.

The Municipal Year Book, 1954

Clarence E. Ridley, Orin F. Nolting, and David S. Arnold. The International City Managers' Association, 1313 East Sixtieth Street, Chicago. Pp. 613. $10.00

Significant new features appear in the 1954 edition of *The Municipal Year Book*, an authoritative resume of activities and statistical data of American cities, which again provides municipal officials with information on the current problems of cities throughout the country, with statistics on individual city activities and with analyses of trends by population groups. One of them, "Urban County," presents detailed data for 174 counties of more than 100,000 population located in metropolitan areas. The section on "Metropolitan and Urbanized Areas" shows, for the first time, the number and types of local government units within each standard metropolitan area. These sections, together with the new material on controls and services provided in unincorporated fringe areas, are especially significant in view of the increasingly complex problems in metropolitan areas.

Of special interest to recreation and park authorities is the section relating to park and recreation developments in 1953 and the table giving salaries of municipal officials in cities of various populations.

The year book is an indispensable reference source for all who are concerned with municipal government.

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November, December 1954 and January 1955

Helen M. Dauncey Social Recreation	Birmingham, Alabama November 1-4	Dr. I. F. Simmons, Superintendent, Jefferson County Schools
	Livingston, Alabama November 8-11	Dr. D. P. Culp, President, Livingston State Teachers College
	Haynesville, Alabama November 15-18	Miss Hulda Coleman, Superintendent, Lowndes County Schools
	State of Vermont November 29—December 9	Mrs. Theresa S. Brungardt, Vermont Director of Recreation, Montpelier
	Wilkes-Barre, Pennsylvania January 24-27	Miss Ruth E. Swezey, The Playground and Recreation Association of Wyoming Valley, 306 Bennett Building
Anne Livingston Social Recreation	New Orleans, Louisiana November 2-5	Mrs. Permelia M. Dunn, Department of Recreation, 1000 S. Rampart Street
	St. Louis, Missouri November 15-18	John A. Turner, Recreation Superintendent, Municipal Courts Building
	Prince Georges and Montgomery Counties, Maryland November 29—December 2	Mrs. Ellen E. Linson, Recreation Director, Prince Georges County, 4811 Riverdale Road, Riverdale
	State of North Carolina Jannary 24—February 10	Miss Virginia Gregory, Recreation Specialist, North Carolina Recreation Commission, Education Building Annex, Raleigh
Mildred Scanlon Social Recreation	Lubbock, Texas November 1-4	A. C. Hamilton, Superintendent of City Recreation
	Oklahoma City, Oklahoma November 15-18	Alvin R. Eggeling, Director of Recreation
	Texas State Teachers Association, Fort Worth, Texas November 26 and 27	Miss Mary Buice, Vice-President, Recreation Section, TAHPER, University of Texas, College of Education, Austin
	State of Oklahoma December 6-16	George E. Hull, Assistant State 4-H Club Leader, Extension Service County Agent Work, Stillwater
Grace Walker Creative Recreation	Williamston, North Carolina November 1-11	W. A. Holmes, Principal, E. J. Hayes School, Box 111
	St. Louis, Missouri January 10-13	John A. Turner, Recreation Superintendent, Municipal Courts Building
	Ames, Iowa January 24-27	George Wilkinson, Associate in Recreation, Iowa State College, Ames, Iowa
Frank A. Staples Arts and Crafts	Toledo, Ohio January 10-20	Eugene Shenefield, Executive Secretary, Toledo Council of Social Agencies, 441 Huron Street

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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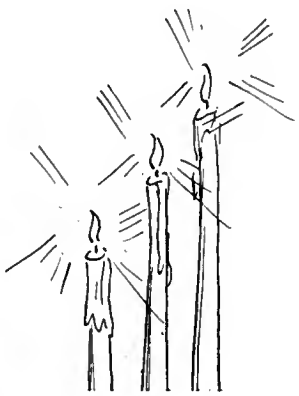

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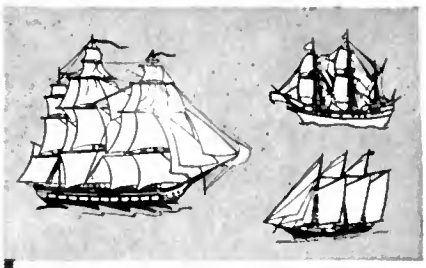

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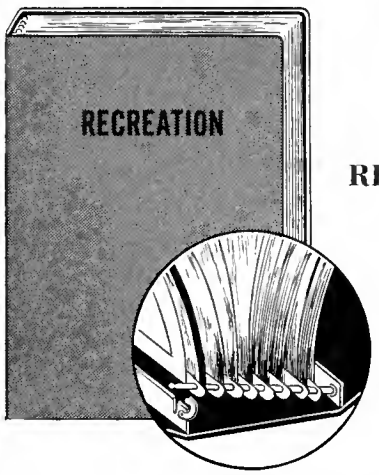

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Vol. XLVII | Price 50 Cents | No. 10

On the Cover

OUR NEW HOME. Friendly warmth, gracious dignity, and the spirit of recreation are keynotes of the new headquarters of your National Recreation Association at 8 West Eighth Street in New York. Look upon it as your own headquarters when you are in the city. Help in the creation of this spirit and carry it forth into your centers, your playgrounds, schools, churches, and homes—your town—where you have the opportunity to render a very special kind of service in the building of a sense of local, national, and world community and the good life.

Next Month

We begin the New Year with attention turned toward the swimming pool building boom across the country with the first in a series of three articles on the planning and construction of outdoor pools. The January issue will also carry two articles on synchronized swimming—one on *what it is* and the Niagara Falls program and one on *how-to-start* synchronized swimming. Among other articles: "Planning of a Show Wagon," "A Klondyke Party," "Community Recreation," "Music Comes to Main Street."

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The following national advisory committee of the National Recreation Association has been set up to strengthen personnel work in the recreation field through the cooperation of the Association and recreation executives and leaders throughout the country, bringing about an alertness not only to local needs but to the needs of the recreation profession and to the best use of the Association's resources and services.

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VOLUNTEERS and DEMOCRACY

Dr. Eduard C. Lindeman

I IMAGINED that on a certain hour of a certain day all of the volunteers in America quit. Not another meeting. All stayed home. I tried to estimate how many there would be. At that time, which was some four or five years ago, the estimated number of volunteers was about twenty million. There were then, I assumed, about twenty million citizens who, day in and day out, gave of their time and energy without any recompense on behalf of the health, welfare, and educational institutions of their community. And then I allowed my imagination to wander: What would happen? What events would take place if all of the volunteers quit suddenly?

I don't know how your mind would work in this connection, but mine led me to the conclusion that within six months *we would become a dictatorship.* Within six months all of our free institutions would be gone. All of our activities would be now subsumed in some form of bureaucratic officialdom. Nothing would be left for the uncoerced individual to do. He would have no task to perform.

I really believe that we would lose our democracy. Maybe not in six months. My time schedule was perhaps a little accelerated. But certainly, within a definite period of time, without any opportunity for the free choice of individuals, citizenship, democracy, and freedom, I am sure, would disappear.

Never has it been more important that we assume such volunteer obligations. We happen to have reached one of those periods in history when the complexity of the problem far outruns the available leadership.

When this sort of situation prevails, the problems and complexities seem to outrun the resources and you get a kind of negativism, in which nearly all of the descriptive phrases used about our society are couched in negative terms. Arnold Toynbee calls this the Age of Trouble. The psychiatrists call it the Age of Anxiety. Four recent books were published in New York, all of which have the word "fear" in the title.

These are all negative terms, and obviously man cannot live by negation. If I were asked to give a recipe to people who want somehow or another to find a way out of negation, I would say "volunteer." Find something to do in relation to human welfare.

We expect people in a free society to engage in this kind of activity because they really care about what happens to people. That means they are responsible citizens. That is what the word "responsible" means. It means "capable of responding to need."

In a society where there were not a preponderant number of citizens who really cared about what really happened to people, there would be no sense in freedom. There would be no demand for freedom at all.

The second reason we expect people to volunteer to participate as citizens in the work of human welfare is because we want them to demonstrate their belief in the principles of voluntarism. I don't believe you can have a free society unless you have a large number of activities which are uncoerced and function outside of bureaucratic control.

It was the French philosopher de Tocqueville who stated that the health of a democratic society may be measured in terms of the quality of functions performed by private association. Not the quantity. The mass quantity problems are not going to be solved by private association. But the quality is measured by what is done by the uncoerced free people.

The third reason we ask for volunteers on a wider scale is that we must find some way of bringing about a coalescence between the two great forces; namely, democracy on the one hand, and science on the other. How to do this, it seems to me, is the major task of democratic peoples.

If then, the volunteers were to disappear from American society, if men were to cease, either from necessity or from choice, to exercise their right to have active roles in the life of their community, then only the shell of democracy would remain. When men have surrendered the right to give of themselves, their money, and their time, generously and voluntarily, to the causes which are dear to them, the heart of a free society has ceased to beat.

The late DR. EDUARD C. LINDEMAN *was an eminent sociologist of Columbia University, well known for his writings and lectures. This is a condensation of one of his essays.*

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Things You Should Know . .

▶ THE FIRST IN A NEW SERIES OF THREE ARTICLES on the planning and construction of outdoor swimming pools, by George D. Butler, will appear in the January 1955 issue of RECREATION. The other two articles will be published in our February and March issues. Mr. Butler, director of research for the National Recreation Association, is currently chairman of the Committee on Design for the Conference for National Cooperation in Aquatics. He is author of several well-known books in the recreation field, notable among them, *Introduction to Community Recreation*, McGraw-Hill, and *Recreation Areas—Their Design and Equipment*, A. S. Barnes.

▶ WE REGRET THAT IT HAS BEEN IMPOSSIBLE to obtain a copy of Dr. James W. Clarke's address at the St. Louis Congress banquet for publication in the magazine, as announced.

▶ FEDERAL FUNDS ARE TO AID small city and regional area planning, according to the *American City* of November. Section 701 of the Housing Act of 1954 authorizes the appropriation of $5,000,000 to the Housing and Home Finance Agency from which grants will be made to state planning agencies for assistance to municipalities with populations under 25,000. Grants will also be made in metropolitan and regional areas to official state, metropolitan, or regional planning agencies empowered under state law to perform such planning. The authorized planning assistance includes surveys, land-use studies, urban renewal plans, technical services, and other preliminary work, but excludes plans for specific public works. A grant may not exceed fifty per cent of the estimated cost of the work.

▶ SERVICE CLUB LEADERS ARE INVITED to send to RECREATION magazine accounts of successful recreation program projects, ideas for parties and other activities with a unique or special slant. We need how-to-do information along these lines to pass on to other leaders in service clubs and in other recreation organizations through the magazine.

▶ THE WEEK OF FEBRUARY 20-26, 1955, will be observed nationally as the 21st Annual Brotherhood Week, under the sponsorship of the National Conference of Christians and Jews. The free world looks to the U. S. as a true democracy, and observance of this week reminds us that it is an important part of our American responsibility to eliminate discrimination and prejudice by reason of race, creed, or national origin. Join with other community organizations to make this year's Brotherhood Week the best ever. Write to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, for suggestions and program materials.

▶ HAS ANYONE INFORMATION about playground equipment boxes that can be used on a playground which has no shelter building? If so, will you *please send this to* RECREATION *magazine?* Despite the great desirability of having playground shelters or using facilities in the school buildings, there is still a need—in a number of communities—for the use of temporary or undeveloped sites which, for a time at least, do not have any shelter buildings.

▶ A FEW COLLECTED SETS of the RECREATION magazine bibliographies which were distributed singly in the discussion sessions at the St. Louis Congress are still available upon request.

▶ HIGHLIGHTS OF SEVEN DIFFERENT TALKS on community recreation, delivered by Robert Horney, district representative of the National Recreation Association, at regional park and recreation meetings in Illinois under the sponsorship of the Illinois Association of Park Districts, will appear in the January 1955 issue of RECREATION.

▶ TO HELP LOCAL RECREATION AGENCIES overcome a lack of familiarity with TV techniques, formats, production requirements, and scope, the National Recreation Association is cooperating in a special project with a number of other national agencies through the Committee on Educational Television of the National Social Welfare Assembly—of which the National Recreation Association is a member. The committee has prepared a guide of a two-day local institute to be organized and conducted cooperatively on the community level. A copy of the guide is available from the National Social Welfare Assembly, 345 East Forty-sixth Street, New York 17, New York, upon request.

▶ TWO NEW IN-SERVICE TRAINING PUBLICATIONS, which are companion pieces, are being published by the National Recreation Association about the first of January. Prepared under the supervision of the In-service Training Committee, of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel, they are: *Selection and Training of Playground Leaders*, prepared by Ray Forsberg, Waterloo, Iowa; and *In-service Education for Community Center Personnel*, prepared by Don Dyer, Milwaukee.

▶ NEWLY AFFILIATED with the National Recreation Association are: West Virginia State Recreation Society, Texas Recreation Society, Wisconsin Recreation Association, and Association of Southeastern State Park Directors.

▶ THE NRA MEMBERSHIP DIRECTORY for 1955 goes to press in January. It will list close to 3,600 active associate and affiliate members of the National Recreation Association as of January 1, 1955. New applications should be in not later than December 31. Directory for 1954—the largest one published to date—listed 2,940 members.

▶ SCHEDULES OF NRA LEADERSHIP TRAINING SPECIALISTS (see inside back cover) are, with few exceptions, filled until the first of April. Requests for service in April, May, and later should be addressed immediately to C. E. Reed, Field Department, National Recreation Association, 8 West Eighth Street, New York 11.

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Letters

Hospital Recreation

Sirs:

Dr. Ball's wise and timely article on hospital recreation (RECREATION, September 1954) was published just as our third group of recreation workers started a year's interneship at our tiny psychiatric hospital. Since their initial orientation had been concluded only a few days previously, it was interesting to compare Dr. Ball's philosophy with what we had told our young trainees, and heartening to find that our brief experience in the field agreed with many of the generalizations drawn by Dr. Ball from her extensive knowledge.

With our own workers, for example, we made the point that recreation goals are identical wherever the program may be conducted; that patients are always people. We insisted that the pre-eminent goal was *fun*, and we found ourselves accenting a purpose which Dr. Ball implies, but never makes quite explicit. We asked for realism, reminding our workers that recreation programs for a nursery and a bankers' club are naturally different, and that there was little chance of our patients' enjoying either hopscotch or the pole vault. We told them their recreation projects were not therapy and that we were sure each patient would welcome a chance to enjoy himself spontaneously with no concern as to what clinical significance would be read into his actions.

We cautioned our trainees against stereotypy, pointing out that there is no formula for enthusiasm . . . We declared that irritability, withdrawal, and melancholy are symptoms rather than purposefully offensive character traits and that a patient is no more to be blamed for them than for a fractured leg. We warned our workers that their ingenuity and skill would be repeatedly challenged in the search for some human bond of companionship to help the patient out of his loneliness and despair.

We compared the recreation worker's mission to that of the superbly accomplished hostess who makes every guest feel the party is being held in his honor, who unobtrusively provides the necessary amount of initiative to keep everyone interested and happy, who respects and indulges each difference in taste and opinion, and who, while acutely conscious of the welfare of every guest, manages to have a bang-up time herself.

Neither the skills nor the knowledge necessary for professional recognition in the field of hospital recreation are beyond human attainment. Yet these are meaningless without the attitudes Dr. Ball so rightly stresses. Is it not the real problem of the school to promote maturity in its graduates? Is not our proper goal to help the graduate to be friendly, generous, outgoing, tolerant, happy, slow to take offense, eager to forgive?

PAUL HAUN, M.D., *Clinical Director, The Bowman Gray School of Medicine, Wake Forest College, Winston-Salem, North Carolina.*

Proof of Readership

Sirs:

We have delayed thanking you for listing our manual on *Boys' Club Building Planning and Construction* in RECREATION Magazine because we thought you would be interested in knowing the number of requests received for the manual. To date, over three hundred individuals and libraries have written to us requesting this material.

HOWARD M. WILLIAMS, *Director of Building Service, Boys' Clubs of America, New York.*

Recreation and the Schools

Sirs:

I am writing with reference to recreation in the schools. As the years go by, I become more and more concerned with this problem.

I have had the opportunity of going through the recreational system in Seattle, as well as various states, and I realize there is a pro and con on this very important problem of just what we should do and where we should start with our recreation program. The school authorities would like to see it conducted through the schools . . .

In reading the editorial written by Dr. Partridge, in the school issue of RECREATION [September, 1954], I think he has pointed out very well what the schools can do for recreation. I also agree with his heading, "Recreation, A Community Project"; and as such, I believe it should be run by the government of a community.

In using school buildings for recreation there is always the problem of divided responsibility between the school authorities and the recreation people. In his article Dr. Partridge states that developing a good recreation program is, to a large extent, an educational process. In some degree he is right; but he has not gone far enough, for I feel that to have a good recreation program there should be a selling program as much as an educational one. A good program includes health and welfare as well as other phases.

I feel that we could all get along very well if the schools would agree to hand their end of recreation, and the recreation department is allowed to function under government control, as a separate department, such as the fire or the police department, which is given a free hand to cooperate with other civic organizations in developing a better community-wide recreation program for people of all ages. If recreation comes under the schools, it will definitely be stifled and smothered by the supervision of personnel untrained in recreation work.

I do not blame the schools for wanting to include recreation, but I do hold the schools teaching recreation responsible for not instructing our future leaders to stand on their own feet, and for not teaching these potential leaders the art of selling the commodity of recreation, which is so highly regarded in most of our communities today. I would like to warn all communities to lay a good foundation for recreation by putting it on its own and not placing the whole burden of a community program on the schools.

I think it would be very interesting if you could have a column in your magazine in which the various recreation directors could express their views on this matter. I, for one, went into recreation because it could be used on a community-wide basis, and it was up to me, as a director, to mold it into a package that would fit the needs of my community. It would be very difficult for me to work under a superintendent of schools, as I feel it would retard my usefulness to the entire community.

In closing, I would like to suggest that, as recreation directors, we should be very careful not to sell our recreation independence short. We should be willing to fight to keep it intact, even if we do not have all the facilities we would like to have today—there is always a tomorrow.

SELWYN ORCUTT, *Superintendent Recreation and Parks, Fayetteville, North Carolina.*

● Any Comments?—Ed.

Selling Recreation

Sirs:

In planning for National Book Week I found that the Dormont Library was too understaffed to do anything in the way of celebration for the week; so we are ballyhooing a big "Recreation Books Display," and in years to come will always be able to make this tie-in. RECREATION magazine, and Barnes and

Noble and other companies have sent covers for display, and the poster committee has produced three good posters.

In connection with public education for public recreation, I gave a talk at the local grammar school P.T.A. meeting, at which they decided to raise money for four playground leaders. The sentence that seemed to sell them on the idea was, "I feel like a principal who has to open school without any teachers." I pointed out how foolish it was to pay three dollars an hour for teachers and spend so much money on schools only to turn the children loose after school, or, at best, put them under one-dollar-an-hour "help." In my talk I stressed how much education and recreation have in common and how many recreation games stimulate learning. All this, plus the fact that I had received my degree in recreation administration from Teachers College, Columbia University, helped my talk produce a rather magical immediate response to my plea for money for playground leaders. I am sure the borough council will respond to the parents' enthusiasm.

BARTON HAIGH, *Director of Recreation, Borough of Dormont, Pittsburgh.*

Help with New Bathhouse

Sirs:

Not long ago, we were paid an unexpected visit by John Collier, district representative of the National Recreation Association; and together we spent the better part of one day observing the activities and facilities Marquette offers its citizens.

The city is seriously considering building a new bathhouse at one of our swimming areas, and Mr. Collier's numerous suggestions on cost, locker systems, what has turned out best in other cities, and his knowledge of buildings of this type have greatly enhanced our chances of going ahead with this project.

Tentative plans call for promoting a school for lifeguards and also bringing resource men to Marquette to conduct intensive two or three day workshop programs that will benefit the entire Upper Peninsula.

MORGAN GINGRASS, *Recreation Director, Marquette, Michigan.*

Help with Tax Levy

Sirs:

You will be interested to know that our $250,000 recreation bond election and a ten cent permissive tax levy was carried May 25, 1954 by slightly more than a three-to-one majority. (3,226 for and 1,234 against—total vote 4,510.)

We do appreciate the interest and help of the National Recreation Association. After a twenty-nine-year operation here I believe we are at last on a sound basis, and you can now see Durham become an outstanding city in its class for public recreation.

Thanks again for the help of the Association over a long period of years.

C. R. WOOD, *Director, Department of Public Recreation, Durham, North Carolina.*

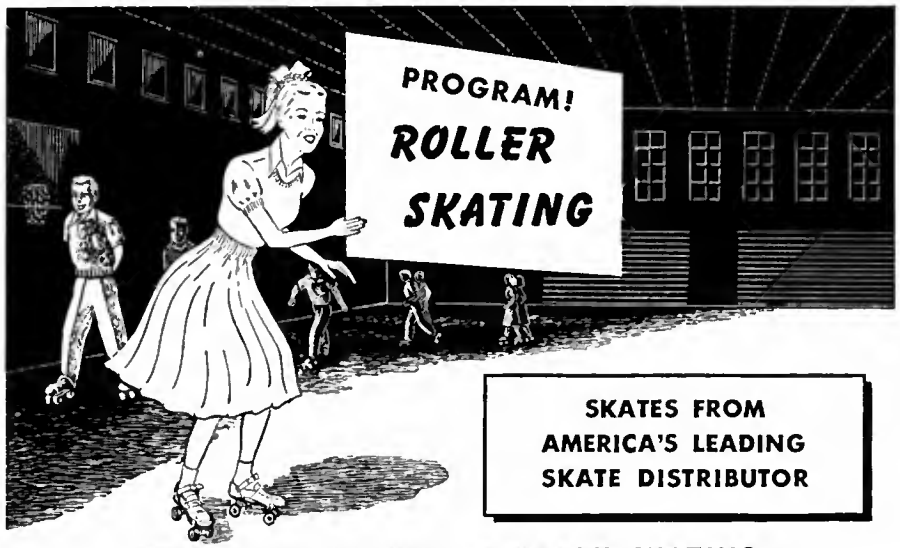
Personnel Service

Sirs:

My object in writing to you is twofold: (1) I should like to apply for membership in the NRA, and (2) I wish to thank your splendid organization for certain services rendered. To start with the latter, I am obliged to express my deep appreciation for the efficient and courteous service granted me by your personnel department in the course of gathering and sending references to prospective employers. One of your staff, Mrs. Mary Gubernat, deserves the highest commendation for her unflagging kindness, patience, and personal interest. It was unique in my experience to be treated so considerately, especially since all was gratis. I feel therefore that such an organization merits my support.

May I wish you many successful years in your new headquarters.

HOWARD PIERSON, *Brooklyn, New York.*



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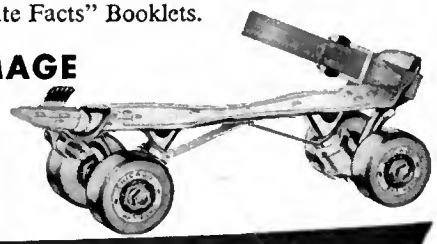

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Congress delegates from New Hampshire camped out in Forest Park. Donald Sinn of Concord, left, and Fred M. Merrill of Rochester share their coffee with Palmer B. Baumes, St. Louis parks and recreation commissioner.

A Busy Week in ST. LOUIS

REVIEW OF THE 36th NATIONAL RECREATION CONGRESS

A WEEK OF busy and unusually good meetings ended October first when fourteen hundred of America's professional recreation leaders and their laymen colleagues packed their bags and departed from the 36th National Recreation Congress in St. Louis. The big annual meeting was over. They had found that recreation has extended its horizons and grown in professional attitudes even during the one short year since the Philadelphia meeting. This was an observance of some substance, for they had been spending an informative and challenging five days conferring with representatives from forty-eight states, the District of Columbia and three foreign countries.

Seldom, if ever, has there been a more rewarding Congress, if the delegates' own enthusiastic letters which are pouring into the National Recreation Association are any criteria. They were taking home with them a renewal of purpose for a more sound and vigorous approach to their community recreation jobs. As a man from Texas said, "I received many new ideas and met many wonderful people. To me, the Congress was one of the most outstanding events I ever attended in my life. . ."

Another delegate sums it up, "There was a startling difference this year, and this difference was in people. There were many of the old, familiar faces, to be sure; but never, in my experience, has there been so much enthusiasm about, and satisfaction in, being a recreationist.

"This change in people is of significance because social movements are reflections of people . . . Here, in a nutshell, is the distinguishing mark of the maturing of a profession. The Congress was good because alert practitioners are sensitive to a culture expecting much from recreation. That a man of the stature of C. D. Jackson can equate the survival of the free world with good recreation is a ringing challenge stimulating everyone in this field."

More specifically, an oldtimer from New Jersey writes: "The address at the banquet was one of the finest presentations I have ever heard. It was worth traveling one thousand miles to hear. The younger men and women present must have left the session with new hope and renewed spirit that will have a real impact upon the lives of thousands in the various communities represented at the meeting."

Leaders of all forms of recreation had converged from all parts of the country by all means of conveyance. The Jefferson Hotel never knew what hit it, but rose to the occasion staunchly. In addition to public park and recreation agencies—city, county, state and federal—local volunteer recreation services, Veterans Administration, the Army, Navy, Air Force, Marines, schools, colleges and universities, social agencies, hospitals, prisons, and other institutions were represented. Delegates spilled over into other hotels as a matter of course; but St. Louis really sat up and took notice when the New Hampshire delegation arrived with sleeping bags, tents, cooking utensils and set up housekeeping in a city park. They announced that they had come to get a lot of information on the practical side of camping; and during the week they held a no-host steak fry at their camp site.

It was agreed throughout the week that, although everyone was as busy as in other years, the whole experience seemed more pleasantly relaxed somehow. Well-attended sessions moved in a definite direction, and the purpose and aims behind proposals for the field were blocked in, in broad, bold strokes in relation to today's needs. Serious attention was paid to the "why" as well as the "how" of things.

Tips and Trends

As delegates milled about the hotel, they were discussing such subjects as master plans, evaluation—"quality" instead of quantity, job analyses, research, cooperation, better training and higher standards, closer working rela-

tionships between unions and management in recreation for business and industrial workers, playground equipment so designed that it encourages children to be creative and self-reliant, the planning of recreation for "fringe" areas, creative dramatics as a part of living, hospital recreation as a necessity, recreation as an integral part of a prison program. Although this last trend is yet young, and there is much to be done in the way of interpretation to the public, officials who were present cited the old Chinese proverb: "It is better to light one candle than to curse the darkness."

General concern was expressed as to whether college curricula in recreation are adequately preparing students for leadership in the various types of recreation fields, and this matter came up again and again in a variety of meetings, accompanied by constructive suggestions. Debate was hot and heavy among college educators and potential employers in the various special meetings on the subject.

And among other things, of course, delegates were talking about today's youth. They learned that we must have more faith in our teen-agers, that only a very small per cent cause trouble. There were troublemakers in Grandpa's day, too; but today, those who behave themselves take a lot of undeserved blame. Recreation should be looked upon as a builder of character, and not as a means of fighting juvenile delinquency alone. Consideration was given to what can be done with and for tomorrow's citizens, rather than to existing program activities in some few isolated localities.

Delegates were reminded that the "latchkey children" of World War II have now reached their teens, armed with attitudes formed while Mom was working in a warplant and couldn't be home when they arrived from school; and that one of our biggest problems is to get the family back together again as a unit. They were concerned about the poor example so often set for teen-agers by adults, whom the young people are bound to copy. A panel of teen-agers from St. Louis, under the direction of Virgil L. Border of the National Conference of Christians and Jews, gave the teen-agers' point of view and admonished their leaders to: let teen-agers help in planning their own activities; be young in mind, but not dress like a teen-ager; avoid being bossy; remember that teen-agers know when adults are bluffing and soon lose interest.

The conferees' wives were an active group. Here they receive some souvenirs of the Congress. From left to right: Mrs. W. James Marshalsea, Hempstead, New York; Mrs. Bob Garrett, Amarillo, Texas; Mrs. Alfred Guarnieri, Hempstead, New York; Mrs. Earl Harris, La Habra, California; and chairman, Mrs. Frank Dunnagan, St. Louis.

Layman Participation

In addition to the general participation in all aspects of the Congress, the value of lay interest to any great movement was amply illustrated by the valuable contributions of representatives of citizens' groups. They chaired and took part in many meetings—large and small. More community recreation executives than ever before brought interested board or commission members with them. Two discussion sessions especially planned for these representatives were chaired by Horace B. Garman, president, Playground and Recreation Board, Decatur, Illinois, and Mrs. Everett M. Findlay, past-president, Long Beach Recreation Commission, California. Panel members for each of these meetings were respectively: E. H. Herrod, chairman, Parks and Recreation Commission, North Little Rock, Arkansas; Julius Junge, president, Board of Park Commissioners, Davenport, Iowa; Glen E. Smith, chairman, Recreation Commission, South San Francisco Recreation, Park and Parkway District, California; with Marjorie M. Dickinson, executive secretary, Illinois Association of Park Districts, Springfield, as summarizer; and Mildred G. Johnson, member, Recreation Commission, Oakland, California; J. C. Kubacki, president, Board of Recreation, Reading, Pennsylvania; Richard G. Zellhoefer, chairman, Waterloo Recreation Commission, Iowa; with James A. Downey, Jr., president, Park and Recreation Board, Birmingham, Alabama, as summarizer.

Members of the Board of Directors of the National Recreation Association who also played an active part were Otto T. Mallery of Philadelphia, chairman of the board; Gaylord Donnelley, third vice-president; Henry W. Meers of Chicago; Mrs. Rollin H. Brown of Los Angeles; and Mrs. Paul Gallagher of Omaha, Nebraska. Arthur B. Shepley, Jr., St. Louis attorney, who is an NRA sponsor, was active throughout the week, as were other sponsors.

Among those arriving to deliver special addresses or otherwise take part in the big meeting were C. D. Jackson, vice-president of Time, Inc.; Soichi Saito, president, National Recreation Association of Japan; Genzaburo Shirayama, former Olympic swimmer and delegate from the National Recreation Association of Japan; Beulah Gundling, senior national AAU solo synchronized swimming champion. Notables from St. Louis included Mayor Raymond R. Tucker; Albert P. Greensfelder, chairman, St. Louis County Park Board; and Harland Bartholomew, city planner; and the inspiring banquet speaker, Dr. James W. Clarke. Also present were

representatives of the Special Services of the Army, Navy, Marines, and Air Force.

Wives of delegates again turned out in admirable force, and had their own affairs well in hand under the able chairmanship of Mrs. Frank Dunnagan of St. Louis. They were entertained at a garden luncheon by Mr. and Mrs. August Busch, Jr., at their farm home which at one time had been the residence of General Grant. Other than this they participated, as usual, in the social functions of the Congress, aided and abetted their husbands in all projects afoot, attended sessions and went shopping for souvenirs.

Dorothea Lensch, Portland, Oregon, chairman of the National Advisory Committee on Programs and Activities, outlines future plans and projects of the committee for Ray Forsberg, Waterloo, Iowa, chairman of the Subcommittee on Arts and Crafts.

Congress Services

Exhibits of recreation supplies and equipment by commercial exhibitors were especially good this year. One delegate has written that they, alone, were worth his long trip. He had been able to order some necessary and very satisfactory materials.

New services, such as the Combined Book Exhibit of book publishers, "*The Scoreboard*"—a daily news sheet of Congress doings, the use of a public address system, and a special message center were well received. Delegates seemed to appreciate the opportunity of browsing among the representative collection of current recreation books and ordering them on the spot. The book display marked the opening of the National Recreation Association's new book service. (See RECREATION, September 1954, page 391.)

Bibliographies of RECREATION magazine articles and NRA publications on the subject under discussion were distributed in each section meeting, and all NRA publications were again on display in the consultation center.

Greetings

Greetings and good wishes were received from many sources, first among them being a message from President Eisenhower who said: "Your organization is serving a most useful function in American life by helping our people use their leisure to their own and to their fellow citizens' best advantage. In this worthy endeavor all of you have my very best wishes."

Among others came a letter from G. Mennen Williams, Governor of Michigan, which read, in part: "All of our citizens owe a great debt to your efforts in behalf of our people, assisting them to better utilize the increasing leisure which our technology has given us. In a day when so much of the nation's time is taken up with the pressing problems which world leadership has presented to us . . . The efforts of your organization have made life a good deal more interesting and fruitful."

Special Meetings

The special all-day conferences[1] took place on Monday as usual, regular Congress sessions beginning on Tuesday morning at 9:15. Other special meetings and conferences, breakfast, luncheon and dinner get-togethers throughout the week included the first meeting of the National Recreation Association's new National Advisory Council; the American Recreation Society annual luncheon and business meeting[2]; a dinner, at which Joseph Prendergast, executive director of the NRA, was host to the presidents of state recreation societies, for the purpose of discussing ways in which the Association can be of more help to the societies; the meeting of Federation of National Professional Organizations for Recreation, at which Dr. Garrett Eppley of Bloomington, Indiana, was elected president; the annual New England dinner; and a Southern District and a Georgia State breakfast. A gay reunion of those delegates who traveled together on the special tour through Yellowstone en route to the Seattle congress covered a breakfast and movies of that trip and again illustrated fellowship within the ranks. In addition, one of the important developments of this congress was a series of meetings of the Association's special advisory committees, including those on: administration; international recreation; recruitment, training and placement; research; state; and defense related services. At this last, Dr. Sherwood Gates, chief of the Office of Community Services, Department of the Air Force, Washington, D. C., declared: "The Air Force is a married man's institution. There are only a few wild-blue-yonder boys left . . . These military families must be identified with the best of American life. Community recreation must help integrate military families into community leisure activities."

Bits from General Sessions

General sessions were held in the morning as well as in the evening this year. The first, in the ballroom on Monday evening, marked the official opening of the Congress and was chaired by Gaylord Donnelley, president of R. R. Donnelley and Sons of Chicago, and a member of the Board of Directors of the National Recreation Association. First speaker of the evening was Soichi Saito, president of the National Recreation Association of Japan. "We live in a world community," said Mr. Saito, "and it is no exaggeration to say that through recreation we can really understand each

[1] See page 575.
[2] See page 586 for new ARS officers.

other despite differences in nationality, race, sex, or religion . . . Our recreation organization in Japan is young, and we need your cooperation . . . Japan needs recreation. We must brighten the lives of our people."

He was followed by C. D. Jackson, former special assistant to President Eisenhower and now vice-president of Time, Inc. Mr. Jackson held that the West can co-exist with Soviet Russia as long as there is a "spirit to win without war" and emphasized that through the intelligent development and practices of recreation, not just as fun but as an important part of a way of life, the necessary spirit can be achieved. "American leadership is not an American choice, but almost a contemporary law of nature," he said, ". . . and we are confronted with this problem in more difficulties than we have faced as a nation. . . . I believe that the concept inherent in this word recreation will have something to do with the development of that leadership." After the addresses were over, a musical revue, "Industry at Play," was presented by employees from the recreation units of local industries. Plans for the revue included a later showing for employees of the plants.

On Tuesday morning at 11:15, Joseph Prendergast and George Hjelte of Los Angeles, chairman of the National Advisory Council of the National Recreation Association, gave "state-of-the-nation" talks about the current national status of the recreation movement and specific projects of the Association. Said Mr. Prendergast: "There is a difference today between America's attitudes toward recreation and its attitudes toward many other social services. No one thinks it is a 'good' thing for a child to have a school to go to or for a community to have a fire department: these are essential community services. Recreation does not yet enjoy this status. Most citizens are pleased when they find playgrounds, but are not deeply shocked when they do not exist . . ." He emphasized that we in the recreation movement must be the enthusiasts insisting that the recreation we have today is not sufficient for our society and that much broader and more effective recreation must be developed. Mr. Hjelte told delegates that "recreation stands on the threshold of tremendous development" and pointed out that the National Committee on Economic Development predicts an annual expenditure of more than thirty billion dollars for leisure-time services and commodities in the next twenty-five years.

The Wednesday morning general session was devoted to the NRA-sponsored Southern Regional Study of Recreation Leadership, under the chairmanship of Otto T. Mallery, chairman of the Board of Directors of the Association. "The growth of the recreation profession has been phenomenal," said Dr. Doak S. Campbell, president of Florida State University and first speaker, "greatly exceeding the percentage of growth in the nation as a whole. From 1940 to 1952, the number of year-round, full-time community recreation workers increased four-fold." Dr. William J. McGlothlin, consultant for professional programs for the Southern Regional Education Board and second speaker on the program, reported the discovery of three broad and profound lacks: "The field of recreation lacks trained people: it lacks a sufficient number of graduates entering it to maintain the profession: and the schools, with few exceptions, lack enough students to justify adequate faculty. The solutions must grow out of the definition of the lacks. Present schools could be expanded substantially if warranted by student demand."

The Wednesday evening session was devoted to recreation planning in St. Louis, and was chaired by Harland Bartholomew, city planner. Mayor Raymond R. Tucker of that city stated that it is the duty of our federal, state, and local governments to assist individuals in their pursuit of happiness. "We in St. Louis look upon this as a function of an urban democratic government," he said. "I believe a sound recreation program to be essential to both physical and mental health of a modern city." Mrs. Rollin Brown of Los Angeles, vice-president of the National Council of Parents and Teachers and member of the NRA Board of Directors, emphasized the fact that any municipal program must be conceived through master planning. "It must be nourished on the close coordination of all groups and agencies concerned with recreation," said Mrs. Brown. "The school systems, private agencies, libraries, and similar agencies must share in the planning for municipal recreation." Other members of the evening panel were: Rhodell E. Owens, superintendent of parks, Peoria, Illinois; Mrs. Edward G. Brungard, director of public welfare, St. Louis; J. E. Auchly, vice-chairman, St. Louis County Park Board; and Luman F. Matthews, supervisor, St. Louis County.

At the Thursday morning session, also chaired by Mr. Mallery, Joseph Brown, associate professor, School of Architecture and instructor in boxing in the Department of Physical Education and Athletics, Princeton University, discussed the philosophy behind his "play community," and demonstrated models of play equipment which he had designed. (For an article about this, see page 576.) At this meeting a citation was awarded the National Recreation Association by the National Citizens Committee on Educational Television, with Raymond H. Wittcoff, chairman of that organization and vice-president of the St. Louis Educational Television Committee, making the presentation. Mr. Mallery accepted in behalf of the Association.

Thursday evening was the occasion of the most gala meeting of the week—the annual banquet, at which guests mixed business and pleasure in the gayly gracious atmosphere of flowers, good food, good speeches, and fun. In keep-

Alfred Jensen of the NRA Personnel Service and Isabel C. Auld, ARC personnel assistant, Midwestern Area, discuss the need for more women recreation leaders.

ing with the banquet theme. "Aboard the S. S. Congress," the St. Louis Recreation Department had created favors which were cunning, miniature Mississippi showboats. While waiting to be served, guests were entertained by wandering magicians and minstrels. After dinner, the chorus of the Clayton, Missouri, chapter of SPEBSQSA sang several numbers as only barbershop quartet singers can. The more serious business of the evening started with Henry W. Meers of Chicago, board member of the National Recreation Association, acting as toastmaster, and culminated in a real treat with the stirring address given by the well-known Scotch Presbyterian minister of St. Louis, Dr. James W. Clarke. "The total man suffers when recreation is neglected," Dr. Clarke told his spellbound audience. "Your vocation is the most important because it is with the living. You can rescue those who are merely existing, those who are half-dead, and re-create them into the whole man each cannot be without you. Your ruling moods must be faith—faith in yourself and in your work—responsibility and enthusiasm." At the close of his remarks, the guests gave him a standing ovation.

The final general session, Friday morning, "How to Use the St. Louis Congress to Forward Our Recreation Programs," was chaired by Mrs. Paul Gallagher, member of the National Recreation Association board, and was addressed by Mrs. Everett M. Findlay, past-president, Long Beach Recreation Commission, California, and Beverly S. Sheffield, superintendent of recreation, Austin, Texas.

The delegates appreciated the opportunity to browse through the varied selections offered them at the combined book exhibit of the commercial publishers who are cooperating with the National Recreation Association in its new book service. Many placed orders before leaving.

Discussion and Workshop Meetings

These were especially satisfactory and well attended; and the several which presented "live demonstrations" really packed 'em in! The session on "Well-Rounded Program," for instance, featured a demonstration of creative rhythms and rhythmic games for children, beautifully led by Helen Hartwig, teacher of physical education in an elementary school in University City, Missouri, and audience participation and song leading, led by Dr. Frederick Hall, chairman of the Department of Music, Alabama State College, Montgomery, Alabama. Two other sessions, on "Creative Dramatics," consisted entirely of excellent demonstrations of this activity, led by Grace Stanistreet, director of the Children's Theatre, Adelphi College, Garden City, New York. The children had never previously worked with Miss Stanistreet nor with each other. Each one of these meetings was enthusiastically received by a large and very attentive audience.

One delegate has written the National Recreation Association: "Such things as the demonstrations in creative dramatics carried out by Miss Stanistreet, in creative rhythms by Mrs. Hartwig, and in audience participation by Dr. Hall were outstanding. I hope that it will be possible at future congresses to devote more time to this type of thing."

The panel of teen-agers at the meeting on recreation for that age group is another instance of the successful employment of this device, as were the usual social recreation and arts and crafts leadership training workshops conducted by the National Recreation Association specialists, Anne Livingston, Helen Dauncey, Mildred Scanlon and Frank Staples.

Evening workshops which included the participation of delegates were: "Recreation in Hospitals"; "Arts and Crafts"; "Social Recreation Training"; and "Television." A synchronized swimming demonstration was held at Washington University Pool, where Beulah Gundling, senior national AAU solo synchronized swimming champion demonstrated the fundamentals of this type of swimming as compared with regular swimming strokes and inspired delegates with the grace and precision of her exhibition. Other soloists included Mr. Shirayama, former Olympic swimmer of Japan, and several students of Washington University. Myron Hendricks, recreation director of Niagara Falls, New York, acted as master of ceremonies. (An article on synchronized swimming, by Mr. Hendricks, will be published in the January 1955 issue of RECREATION.)

The fifty-seven discussion sessions were scheduled during daytime hours with some very few exceptions. Among topics that were new this year were "Recreation in Correctional Institutions"; "Land for Recreation"; "Zoos and Botanic Gardens"; "Urban Redevelopment"; "Operation of Indoor Recreation Centers"; "Conducting a Community Sports Clinic"; and a "New Executives Workshop" which took up administrative problems.

Fun

Let it never be said that a National Recreation Congress took place without fun, when *fun* is the business at hand. The whole Congress was fun; and, in particular, ask any of the folks who attended the social recreation training workshops, or any of the other meetings for that matter, or who stood around the piano singing until all hours of the nights, or who attended the social events of the week. The latter were started off with the usual welcome tea, held by the National Recreation Association on Monday afternoon. Square dancing with a good orchestra and callers from many states, went on as long as the musicians would stay on Wednesday night. As a grand climax after the banquet on Thursday evening, ballroom dancing again with a good orchestra, came into its own. The "mixers" really mixed, and everyone seemed to be having a hilariously good time. No strangers here!

In addition, the special tour for delegates took them to the Missouri Botanical Garden which contains the largest collection of plant life in the Western Hemisphere and to see the famous chimpanzee show at the Forest Park Zoo.

Congress Capsules

From All-Day Conferences

Administrative Problems of Recreation and Park Executives

These meetings took a new form this year, and from all reports the change was a big success. The large group was divided into small discussion groups, thereby giving individuals in the smaller groups an opportunity to participate. Each smaller group had its own discussion leader and summarizer and discussed those subjects in which the greatest interest was shown. There was a sustained attendance at these meetings of about one hundred and seventy-five throughout the day.

Summaries of the discussions were reported to the assembled group at the end of the day. Some conclusions reached by one or more groups were that the thirty-to-fifty age group is most in need of more program planning; and that provision for recreation—especially facilities in local housing projects—still needs more emphasis from Federal Housing Authorities. There was again much discussion of whether the colleges engaged in training recreation leaders are turning out properly qualified people. Most departments participating in the discussions reported in-service training for their staffs with the latter paid while attending. There was agreement that more volunteers should be recruited and used by public recreation departments with more careful assignment of them to the right responsibilities. There was lively and extensive interest in recreation problems of fringe and new suburban areas.

Recreation for Business and Industrial Workers

Capacity audiences were present at these meetings of leading companies and representatives from labor unions. It was agreed by all that, for recreation in this field to be successful, sincere cooperation between management and trade unions is essential, and that activities should be planned for every employee regardless of any trade union affiliation. Delegates further heard that its success also depends upon cooperation with local community recreation agencies in the use of available community facilities; and that in each business or industry there are different groups of employees with differing activity needs: men—women employees, older—younger, athletic—non-athletic, city dweller—rural and suburban dweller. Questions on organization and administration, leadership, types of programs, noon-hour activities and activities for shift employees, and types of plant organization took up a great part of the time. A discussion of why graduate students fresh from universities with a degree in industrial recreation have, so far, failed in the field, brought forth the reasons that: they have not been taught, or know very little, about labor relations; they do not understand working people and they expect high salaries and rapid promotion.

Recreation in Correctional Institutions

Delegates from fourteen states represented such institutions as detention homes, reformatories, youth camps, and prisons—both minimum security and maximum types. It was agreed that the greatest need in this area is to interpret to the public the importance of recreation as a part of the total programs, and that it must be integrated to be effective. The public must understand that the purpose of recreation in these institutions is to assist in changing the attitude of the inmate, rather than to establish good will between staff and prisoners. Inmates must be helped to get along with each other so that they may carry over these lessons into society when they regain their freedom. The subject of university training for recreation jobs again came up, this time in relation to these institutions, and it was agreed that some additional and carefully supervised orientation given by someone familiar with the institution situation is necessary; and it was revealed that there is very little, if any, published material on this subject.

Recreation in Hospitals

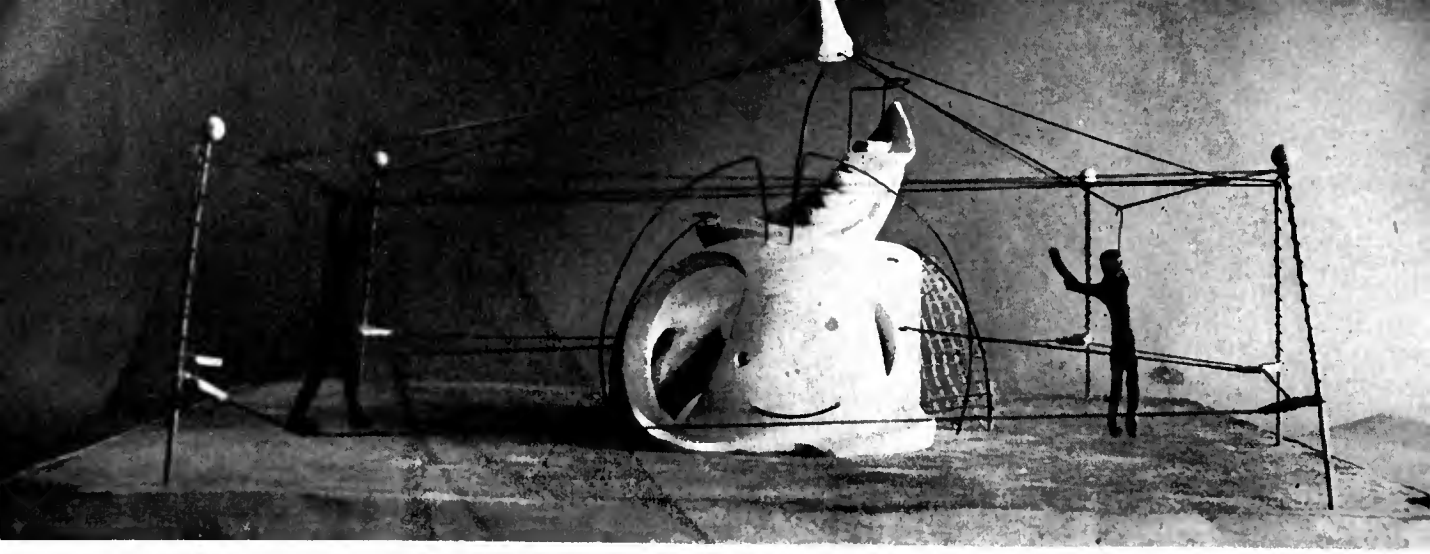
In these meetings, bigger than ever this year, hospital recreation leaders were emphasized as important members of the hospital team . . . the therapeutic values of hospital recreation fully recognized. It was agreed that its aims are to assist the physician in the patient's recovery and to make life as meaningful and satisfying as possible for the patient. The recreation staff can make the hospital a more familiar place and help to dispel fears, provide for diversion, relieve anxiety, and make the patient more receptive to present and future medical treatment. It was pointed out that hospital recreation programs for children are a necessity and are conducted separately from other hospital programs. The program must be totally different, as must be the approach. It must be recognized that to children recreation activity or play is a vital part of their growing process. It was agreed that recreation for general medical and surgical patients requires constant interpretation. There is a need for continuing study as to how recreation can most effectively take its place as a part of the medical treatment program. The greatest potential in hospital recreation is leadership, which should help in ironing out methodology and achieving a wholeness for a common objective.

Workshop for Supervisors

These meetings established a free and easy give-and-take between panel members and audience and at once got down to some of the basic fundamentals of supervision. Agreeing that "help on the job" is the prime reason for supervision, and that its core is the relationship between the supervisor and the individual worker, a discussion of staff development as an integral part of supervision and of how to improve the effectiveness of the supervisor followed. Some ways in which the supervisor can help recreation leaders are: (1) through staff meetings regularly scheduled, and publicizing of agenda before the meeting; (2) by encouraging professional reading and study; (3) by encouraging staff members to attend workshops and meetings. One of the important points brought out in relation to summer staff is payment for pre-summer orientation or training; only fifty per cent of the departments represented in the meeting are at present following this policy. It is the responsibility of the supervisor to be concerned about the working conditions of his staff and to see to it that they meet certain standards. A great deal of discussion was concerned with the process of evaluating the worker—how, when, and where.

Town-Country Recreation

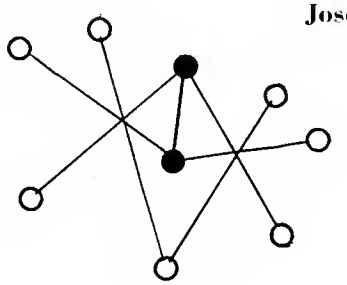
In discussing the training of leadership for this area of recreation, it was decided that social recreation training is the logical place to begin. The care and feeding of local leaders is a constant program of work for the county and state worker or community program director; success is measured by the ability to get people to do things for themselves. The problems of the programs in rural and small communities which were presented centered around creating an awareness of the need, interpreting specific needs, and stimulating interest. A discussion of finance involved facilities, paid personnel, transportation, enabling acts, and working closely with public officials. In considering program for farm folks, the need for more family recreation was stressed, and the part that TV and recreation laboratories might play in promoting it was discussed.



A 36th National Recreation Congress address dealing with the principles behind the designing of play equipment to "meet the needs of the child and give him the opportunity to be creative" was given by Mr. Brown.

ONE BODY + ONE MIND = ONE PERSON

Joseph Brown



PLAY IS not just a safe way of getting rid of the children for a certain time; it is not just a way of developing children physically; it is not just a way of developing better coordination; nor is it just a way of teaching children to entertain themselves. It is all of these things and more; and it cannot be defined as any single one of them any more than a man can be truly defined as a nose, or two legs, or a heart, or a brain.

Play is nature's way of preparing the child, or any young animal, for the struggles of maturity. In its unspoiled state, play is a universal education system which allows a child to discover his natural rights and natural limitations. The child finds that these rights and limitations vary with the frame of reference, that individual and group interests are not necessarily antagonistic. The fundamental democracy of pure play will induce him to recognize that he is the same as other children as well as different from them. One idea for achieving this by means of physical play equipment would be to develop a piece which enables the child to play follow-the-leader and at the same time requires him to make personal decisions, thus teaching him that he can be an individual and still be closely related to the group. There is, however, a limit to how far we can use manufactured gimmicks in this respect.

Because "pure" play is an ideal, play leaders are necessary, but the best leader is one who interferes at the right time in the right way, though as seldom as possible. In too many cases leaders have become to the child what, too often, the lawyer and the policeman have become to his father: a substitute for judgment and conscience. This is unfortunate, not only for the child, but for all of us.

Play is basically voluntary. Over-regulated activity, whether the over-regulation is verbal or physical, is not play. Control of children by means of posted rules and supervisors is, perhaps, a reflection of the world in which we live, but the role of the professional man, in recreation as in any other phase of education, is to shape as well as to reflect, to lead as well as to follow. It is the educator who must investigate every smell of smoke and help put out the fire—if there is one.

The extent to which we have become a verbalized, rather than an educated, culture becomes evident if we take into account the number of men and women who talk a better game than they play. While the medium of words is undeniably our most convenient educational medium, all problems cannot be solved by words and numbers, although it is

JOSEPH BROWN, *an associate professor in the School of Architecture and instructor in boxing in the Department of Physical Education at Princeton University, came to the National Recreation Congress for one meeting and became so interested he stayed the entire week.*

Many of Mr. Brown's basic ideas are incorporated in this model. Motion at any point is transmitted to all the others.

just as true that all problems will not be solved by mere physical manipulation of our environment or ourselves.

Stated simply, our task is to teach children to "add two and two—but combined with the right gestures." Since the "rightness" of the gestures will be determined by each situation, the basic

Mrs. Rollin Brown, NRA board member, observes models with author. Center, strips of spring steel move when pressure is applied anywhere. Others for climbing.

importance of individual judgment and mobility, mental and physical, is forced upon us. The child who can learn to change his mind without changing his principles is tomorrow's adult in every sense of the word, the citizen who understands that rights and responsibilities are interdependent.

How are we to do this? Some kind of leadership and rules are necessary. Published rules and articulate leaders are not *in* themselves destructive, but *by* themselves they are. Rules that grow out of the experiences of the children are quite a different matter from rules, regardless of their apparent good sense, that are imposed before there has been an experience. And this may be the crux of the matter. Does a child do his only, or his most important, creative thinking by scribbling on a paper without criticism? Or by squeezing some clay into good and bad shapes that his parents feel duty-bound to admire for fear of dwarfing his personality? Or might it be just as important, if not more important, that he discover that he is, in a sense, a dancer and a choreographer?

The responsibilities of this role would involve the arrangement of—and taking part in—situations composed of diverse factors such as trees, and streams, and curbstones, and other children. A tree has certain character, so does a stream, so does a curbstone, and so do other children—it gets complicated. Is it too complicated for a child? What about dwarfing his personality? We worry about that when he is dealing with crayon and paper, or clay: should we worry less because he is dealing with things and people?

The problem of vitalizing play in the highly industrialized and highly literalized mid-twentieth century is by no means a simple one-step affair. The reaffirmation of basic principles is only a beginning, a very important first step. Subsequent steps, taken in the constant light of these principles, would be a study of the physical equipment currently in use, the development of supplementary equipment when the need is indicated, and the development of new kinds of equipment. Let no one say, for instance, that the old, standard horizontal bars are no longer any good.

When we speak of "new" equipment we encounter a two-faced danger. The first is the tendency to accept something new merely because it is novel, whether or not it is based on an understanding of the job to be done; and the second is the tendency to reject a new, but real, contribution because it has never been done before.

The conflicts of and within a society are fundamentally the same from one age to another, but they are also superficially different from one year to the next, and the recognition of these "superficial" changes can be the difference between life and death or health and sickness. As an example: The increase in the number of automobiles has led to an increase in the number of accidents; the increased accident rate has increased the number of public signs reading "Careful, Children," or words to that effect; and the increase in the number of such signs has increased the number of children who feel that a sign relieves them of responsibility in a "street-automobile-sign-adult-I want to go somewhere" situation. And these children grow up and drive cars in a "street-automobile-pedestrian-I want to go somewhere" situation.

Where shall we start? Shall we abolish automobiles? Or signs? Or shall we conclude that "some things are right and some things are wrong, but there's nothing we can do about it?" Thoughts of this nature must end in either moodiness or action, and choosing action I went to work on what I now call a play community.

This play community, the first in a series which I have designed, is a prototype. It is based primarily on the assumption that many apparently sound pieces of traditional equipment fail to do an adequate job because they lack the all-important factor of unpredictability. Unpredictability, within reasonable limits, gives physical activity the creative quality which is the very soul of play.

The play community consists of two main elements: a massive central element made of concrete and a two-level, web-like arrangement of plastic-covered cables that radiate from a support embedded in the central element to poles on the perimeter of the plot.

The conical cap to which the cables are attached is mounted on a ball-and-socket joint, so that the cap moves whenever the balanced tension is changed: that is, whenever a pull is exerted on any part of the web. A child trying to walk the lower strand while holding the two upper strands for balance must contend not only with the constant laws of gravity and inertia but also with the changes in tension caused by the actions of other children who may be practicing similar or different activities on other parts of the web. By the nature of the hookup, these tensions, which he cannot eliminate, are not violent enough to fling him off the apparatus, but they are real enough to draw him off balance unless he learns to extend and to flex, to give and take, at the right times.

A child hang-traveling on one of the radiating strands would, each time he swings from one hand to the other, add to the pulse of the entire mechanism, changing it but at the same time accepting the changes that would continually be created by the reasonable actions of other children on different parts of the

apparatus. The result would be an ever-changing, always different, rhythm which would make a trip from one pole to another a different and new achievement each time, a tacit reminder that success is a process, not an end.

There are certain arrangements that are planned to lead to frustrations, but none is a blind alley. In one case, the upper cable, running from the central pole to the border pole, is directly above the lower strand, making it possible for a child to walk the lower strand while using the upper strand for support and balance. If, sometime later, the same child comes back and finds that this particular section of the apparatus is being used by another child, he can go to the opposite side and use what appears to be a similar arrangement of strands; but he will find after two steps that the strands diverge, and he is faced with the responsibility of making a choice: continuing to try to walk the lower strand without the benefit of the upper strand or leaving the lower strand and continuing to hang-travel on the upper.

The design of the massive element is such that it will suggest different things to different children, depending upon the conditioning of each child; and it will also suggest different things to the same child, depending upon the direction from which it is seen.

It may be played in and played upon. The top of the spiral slide can be reached in a few different ways, none of which is an obvious or traditional approach. For example, a child using the stair-like markings on the side of the element (with the rail-like poles on either side) would find it necessary to change his hold from one railing to the other at a certain point. Small children may play inside the element without fear of anything or anybody falling upon them. They may crawl under the bridge-like construction on the inside, in and out of the main holes, and they may look out of the smaller holes.

The spiral slide is a planned temporary disappointment in that it looks as if it offers a continuous trip from top to bottom. Actually, the child would stop sliding when only half-way down and he would be faced with the necessity to make another decision and act on it: He could either stand up and venture out toward the front of the main element, or onto the cable-web, or he could remain seated and push himself two or three times until he encountered the second incline.

This lower incline may be used as a slide in itself by less adventurous or less experienced children, who could climb the rope net that is attached to the posterior side. A child approaching from the upper slide would be pushing himself along the joining section, so there would be no possibility of a collision as another child entered the slide from the net. The actions of each, at this point, would be necessarily slow and deliberate and an impasse would be improbable, if not impossible.

This apparatus is a play "community" because any child who uses it is forced by circumstances to recognize the vitality of his surroundings. Through experience he is taught to respect the complexity of every situation even though his personal aims may be simple. This respect will be neither unreasonable fear nor a thoughtless sense of security—just an acceptance of the fact that personal designs and social designs are interdependent.

The factor of unpredictability, the creative factor, places upon the child the responsibility—which is, at this time in life, the fun —of choosing, of emerging, of choosing again, ad infinitum, practice in the art of living, the rare art of accepting each accomplishment as a sign-post in a wonderful journey that never ends, a journey made on one vehicle— a mind and a body, one and inseparable.

National Recreation Association District Conference Schedule—1955

District	Location—Hotel	Dates	District Representative
California State and Pacific Southwest Recreation Conference	Casa Del Rey Hotel Santa Cruz, California	February 13-16	Rodney
Middle Atlantic (Including New York State)	The Inn Buck Hill Falls, Pennsylvania	March 16-19	Faust—Westgate
Southeast	Whitley Hotel Montgomery, Alabama	March 16-18	Van Fleet
Great Lakes	Pantland Grand Rapids, Michigan	March 22-25	Collier—Horney
Midwest	Fort Des Moines Hotel Des Moines, Iowa	March 23-25	Todd
Southwest	Biltmore Hotel Oklahoma City, Oklahoma	March 23-26	Van Arsdale
Southern	Geo. Vanderbilt Hotel Asheville, North Carolina	April 12-14	Preece
Pacific Northwest	Boise Hotel Boise, Idaho	April 17-19	Shumard
New England	Woodstock Inn Woodstock, Vermont	May 10-13	Hainsworth

Industry puts on a big show; and company volunteers make it possible.

Boeing Gets Set for Christmas Party

A DAZZLING circus—complete with ringmaster, professional performers, acts such as those on the flying trapeze, trampolin, dancing bears, elephants, dogs, clowns and, of course, Santa Claus—climaxes the Christmas season at Boeing Airplane Company in Seattle. The youngsters love it and, judging from adult attendance, so do mom, pop, grandma and gramp. Last year, with an audience of eighty-six thousand, forty-four per cent were adults.

However, adults can't horn in on everything! Every moppet in the place heads for home with the usual Christmas stocking loaded with candy, gum, nuts, and toys. More than forty-eight thousand stockings were distributed last year.

Company supervisors have been getting ready to stage this year's Christmas party since last August. The complexities of the annual event having mushroomed considerably since the first party three years ago, they'll start making their plans for 1955 just a few weeks after this one is over.

The first performance, held in Seattle's huge Civic Auditorium, attracted nearly thirty thousand persons. The auditorium wasn't quite big enough, however, and the last two parties have been transferred to the University of Washington Athletic Pavilion, where it will again be held, with attendance expected to top the 1953 figure. The party, incidentally, is a two-day extravaganza, split into four circus-type shows each day, each running about an hour. In the planning for this stupendous affair, a committee is formed to make the necessary decisions, a committee which is a cross section of the company's supervisory ranks. This year's group includes supervisors from engineering, controller's office, experimental, tool engineering, maintenance and transportation, public relations, personnel, timekeeping, factory manager's office, industrial relations, manufacturing, and advertising.

They have a world of things to attend to: hiring the hall; lining up circus acts; scheduling the filling of stockings. Then there are arrangements to be made for sound equipment and operation, spotlight operators, stage hands, costume rental, and Christmas trees, insurance, cleaning services, electricians, towel rental, the printing of well over one hundred thousand tickets, programs, decorations, traffic control, flowers for the dressing rooms, food service. They even arrange for a standby tow truck just in case somebody's car won't start.

Incidentally, top-ranking acts were just a bit difficult to book for the first party, the performers being not too enthusiastic over a lengthy trip for a "one-night stand." But word got around concerning the red-carpet treatment accorded them at the Seattle show, and a number of letters have been received from big-time acts saying they'd like nothing better than to perform before the Boeing people again.

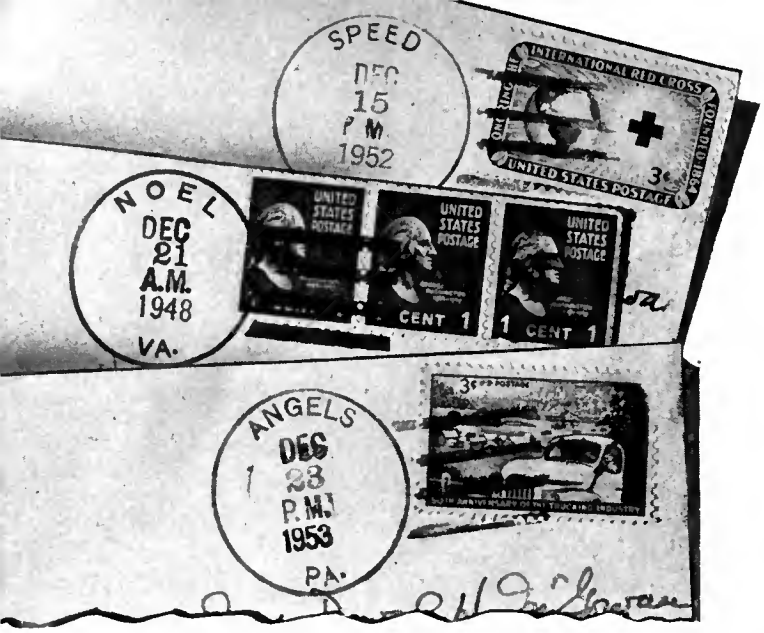
They liked the idea of flowers in their dressing rooms, it seems, hot meals or snacks available at all times, and somebody on hand to take care of anything that might need to be done. And they liked the way their acts were received.

Although the party committee gets things set up, it's on the night before the show that the main body of supervisors really get into the act. At six o'clock that evening, they'll move in on the Athletic Pavilion. To watch them get the fourteen thousand-seat basketball arena ready for the kids is as eye-opening as the show itself. Huge balloons float from the rafters, steel girders turn into massive red and white striped candy canes, food service facilities appear, and a protective plywood floor covers the entire basketball court.

The beauty of it, right down the line, is that there are any number of jobs to be done—some of them calling for much back-bending—and the number of volunteers is astounding. More than two thousand offered their services for anything that had to be done last year.

Nonetheless, the volunteer situation created the main gripe of last year's show. There just weren't enough jobs to go around. It went right up to the top brass, too. President William M. Allen, for instance, called the president of the Boeing Supervisors' Club into his office one day about a month or more before last year's show. "Look," he grinned, "I'm a member of the Supervisors' Club. My dues are paid up, and I'm entitled to help out in this party for the kids. Use your influence." Which is why a number of youngsters received their Christmas stockings from the hands of the Boeing president himself.

Stuffing Christmas stockings is a big job. Last year the project took place at Seattle's Cerebral Palsy Center building.



An idea which ties in with the Christmas season.

The Case History of a HOBBY

Blanche C. McGowan

SOMETIMES people who work in the recreation field find little time for recreation themselves. After constantly advising other people to take up a hobby for personal enjoyment and creative satisfaction, I began to realize that I was in need of one myself.

My forte, games and social recreation, involves mostly the head and the feet, which means that I do practically nothing with my hands. However, knitting and its allied forms of needlework constitute the easiest route to complete collapse for me. About that time, seven years or so ago, a friend of mine was searching for an inexpensive hobby he could share with his son. After dreaming up the idea of collecting postmarks from the approximately forty-two thousand post offices in the United States and territories and putting them in notebooks according to state, class and alphabet, he found it was an honest-to-goodness hobby that had been interesting people for years! From this initial prod, I decided this could be the hobby for me, too.

I sent to the U. S. Government Printing Office for a *U. S. Official Postal Guide*, Part I, Domestic Postal Service, priced at $1.75, and read the alphabetical listing of all the post offices in our country. Talk about looking up just one word in the dictionary! I couldn't stop until I had gone through the whole thing! As I read off the names, I came upon one which sounded very much like the holiday season: *Holly*, West Virginia—and thence began my new hobby.

I had played at making my Christmas cards for several years before this, more or less for the fun of it; and although they were not particularly inspired, they were my own. The year I bought the postal guide, my cards had an artistic arrangement of green felt holly leaves and red felt holly berries—and I sent them all to the post office at Holly to be postmarked and mailed.

The interval between then and the time when the cards began arriving in my friends' letterboxes seemed like years. The response was worth all the trouble, with the possible exception of a Harvard graduate who wanted to know what in the world I was doing in West Virginia at Christmas time.

I wrote to the postmistress at *Noel*, Virginia, thanking her for the clearness of her postmarks and her cooperation on mailing my cards one year, and had a reply enclosing a reprint from a Richmond, Virginia, newspaper, with a story and pictures on the brisk Christmas trade in stamps and postmarks in that tiny place.

The year I made a card with my initials cut out and folded so that when opened up gently they formed a tiny snowflake. I almost gave up the whole project. My Christmas list has over a hundred names on it and I was really "in the groove" cutting out the pesky things. My cutting hand didn't get back into shape until Valentine's Day. However, I put the idea to use many times over teaching it to classes composed of child-sitting aunts and grandmothers, as well as those wanting material to interest convalescing children. The postmark from *Snowflake*, Virginia, couldn't have been better.

I chose *Speed*, North Carolina, in 1952, and made miniature baggage tags "Expressing Best Christmas Wishes" to my friends. I learned from a native Tar Heel hailing from a town near Speed that the name belied the activity generally found there. All I know is that those cards arrived early, a pleasant change from some of those in past years that took so long getting to the postmasters and back that they welcomed in the New Year! In fact, one postmaster held the cards and stamped them December 25 because I had said in my note to him

Big Chimney, West Virginia, inspired this creation designed on a plain filing card.

BLANCHE C. MCGOWAN *is director of special activities, Community Recreation Service of Boston, Massachusetts.*

that they were for Christmas, and he took me literally.

Someone may be wondering why I haven't mentioned *Christmas*, Florida, or *Santa Claus*, Indiana, or *Bethlehem*, Pennsylvania. These are all excellent, to be sure, but pretty much overworked. I like to exercise a bit more ingenuity, even though inspiration comes slowly at times!

Another reason for my choices is the fact that they are mostly fourth-class post offices. How can you tell which are fourth-class? In the alphabetical listing each has a number beside it, as 1, 2, 3; a fourth-class office is unnumbered. This is the smallest post office there is, and the postmark will be stamped *by hand*. A fourth-class office, determined by population and amount of business done there, has a large eye-catching postmark instead of the small ones which are machine-stamped. (In case you are interested in statistics, in my 1947 postal guide there were 19,400 fourth-class post offices and only 2,296 first-class ones.)

Perhaps one day I shall pay a visit to *Big Chimney*, West Virginia. That inspired one of my favorite creations: a filing card, used vertically; a strip of red crepe paper marked with lines of white ink simulating a brick chimney and fastened with cellophane tape around the lower half of the card; a narrow band of cotton batting glued to the edge of the chimney for snow; and a Christmas gift tag of Santa Claus' head (with the red string attached) stapled to the top of the card itself did the trick. The place on the tag that said, "To_____. From_____." saved a great deal of time. Nonetheless, these took hours to make; but I must confess that I have two self-sacrificing friends who actually volunteer to do some of the assembly-line portion for me! Not only that, they begin needling me around mid-October to get going on my plans for the next year's card.

I chose *Angels*, Pennsylvania and tried to make my angel look slightly three dimensional by folding stiff white paper down the middle and gluing the separate pieces only at the fold and a bit beyond. Her little dress was cut from shiny white shelf paper, her wings were slices of paper doilies, and her lips and eyes were dots of red and blue pencil crayon. Her tiny halo of gilt paint, which, incidentally, took a long time to dry, was applied with a brush.

I found, in a stationery store, a new, gilt-edged way to sign one's name in gold. A small piece of gold foil which could be used in the same manner as carbon paper was available at twenty-five cents a sheet. The only drawback was that it could not be used over and over again; once the gold was transferred to another paper, that was it! This was a blow to my budget. I had to buy five pieces of this gold paper, since twenty-five names were approximately all I could squeeze from one piece. But the gold of her halo, and the gold of the greetings, gave my angel a definite eclat.

I haven't decided what 1954's card will be as I write this, but there's one idea I've been mulling over for quite a spell. It has possibilities: *Mistletoe*, Kentucky.

Snowflake monogram effectively related design and postmark, evoked admiration.

The Christmas Prayer of the Children of America

Fred C. Morse

Dear Lord Jesus:

Thou has been so loving and generous to the boys and girls of America.

Sincerely we thank Thee for our fathers and mothers who love us.

We bless Thee for the homes that shelter us and the lovely churches that teach us the way of the Christian life.

We thank Thee for the patient teachers that day after day tell us about the wonders of Thy world.

And oh how we thank Thee for our America, the land of freedom and of happiness. May we ever be true to her and never, never let her fall into godless ways.

In other lands we know that there are thousands and thousands of boys and girls who have no homes or fathers and mothers and many of whom are suffering and dying.

Be with them, O Lord, Jesus, feed them and comfort them. Help us that we may send them our substance and our love that they may survive the tragedies of life.

And as we kneel before Thy altar this joyous Christmas time give us Thy blessing and we will praise Thee forever and ever. Amen.

This prayer by Mr. Morse, president of the Mutual Savings Institution, Austin, Texas, was used on the very attractive program of the annual Austin Community Christmas Program in 1952.

Members of senior citizen service corps visit elderly patients.

The story of the Senior Citizens' Service Corps of New York City.

Ruth M. Snyder

A Volunteer Program for Older Persons

• The social work and medical professions have long known that activity which combines satisfaction with a feeling of usefulness is basic to good personal adjustment. This is true of all ages and particularly so for the elderly who, no longer active in business or with family responsibilities, doubly appreciate the satisfaction that comes with worthwhile accomplishment.

To meet this need, as well as to provide services to older persons in hospitals, nursing homes and similar facilities, in New York City, the Mayor's Advisory Committee for the Aged, through its Sub-Committee on Civil Defense and Community Services, inaugurated the Senior Citizens' Service Corps. In May 1952, the subcommittee was successful in recruiting older persons for civil defense work and approximately one hundred persons, aged sixty-five to eighty-two, joined the city's civil defense program. Assignments were geared to the type of job to which each person seemed best suited.

In subsequent city-wide drills it was demonstrated that this use of senior citizens for volunteer defense work was not only practical but of real value to the older person and to the community. The success of the venture, and the response of older persons generally, led the subcommittee to extend the program to include volunteer services to chronically ill patients.

It was recognized that such a project would not be wholly effective without a trained worker to plan with cooperating agencies, to screen applicants, and to train and assign volunteers. Thus, through the cooperation of the New York City Department of Welfare, to which the Mayor's Advisory Committee functions in an advisory capacity, a professional worker was made available for an experimental period. Office facilities were provided in the office of the Mayor's Advisory Committee for the Aged, and through the efforts of the chairman, inexpensive descriptive leaflets were printed.

Volunteers provide entertainment at birthday party celebrations which have become a part of city nursing-home programs.

Every outlet for free publicity was utilized. Through the aid of newspapers and radio stations, press releases and spot announcements were arranged. Help was sought from groups and agencies dealing with older persons. Limitations of space prevent the naming of the many groups and individuals through whose generous cooperation the project was made known.

As is true of any new program, recruitment was slow. This is understandable in a program which attempts to enlist older persons. The contribution of the older person has been overlooked for so long, and it is only within the last decade that society has again begun to appreciate his worth. From April 3, when recruitment began, to June 25, 1953, sixty-four persons had been interviewed; seventeen were screened and assigned, following a brief orientation course; and three persons were awaiting interview. In addition, a choral group of twenty-five persons offered to provide concerts in the fall to hospitalized patients.

Three projects were immediately put into operation. The

RUTH M. SNYDER *is consultant to the Bureau of Special Services of the Department of Welfare in New York City.*

largest was at Coler Memorial Home and Hospital, where fifteen older men and women were assigned to read aloud to patients, help with the writing of letters, provide library service, and assist with a monthly birthday party held for patients. Two other volunteers were assigned respectively to a voluntary nursing home for older persons and a private home for the aged. Other services which were seen as a possibility for the older volunteer were giving clerical assistance, instructing in simple crafts, playing chess or checkers with patients, escorting wheelchair patients to the institution's moving picture program or chapel, acting as interpreters, and helping to feed bed-bound patients.

Many volunteers, although expressing interest in offering their services, preferred to wait for the cooler weather to begin. Several others who accepted assignments dropped out after a few months, and still others, who obviously wanted to join the volunteer program, were timid about taking on responsibility on a regular basis.

In evaluating the program in the late fall of 1953, it was evident that one worker could not hope to be in sufficiently close contact with a substantial number of volunteers, many of whom worked on different days and in several different locations, to provide the kind of supportive treatment and encouragement the older volunteers seemed to need. In January, 1954, therefore, it was decided to tie in the senior citizens' volunteer program with the department of welfare's day centers for the aged. Persons who called the central office regarding volunteer work were referred to the day center nearest their home. There the head worker interviewed and screened the applicant and endeavored to assign him to a nearby location.

Volunteers already active were likewise brought into close contact with a neighborhood day center. In this way, both the experienced volunteer and the newcomer were seen on a regular basis and given the opportunity to talk through any problems which bothered them about their assignments. Those who found an assignment to a hospital on a regular basis too burdensome were offered either fewer hours a month or encouraged to try a less taxing project, such as, for example, friendly visiting or performing simple services for a day center member who might be temporarily housebound. Other assignments arranged for volunteers consisted of accompanying older persons to clinics and making bandages and surgical dressings for neighborhood hospitals.

Figures, as of June 1954, show that there are now one hundred and ninety-nine older men and women enrolled in the Senior Citizens' Service Corps. Thirty-eight are providing service in seven hospitals and one nursing home; one hundred and twenty are engaged in friendly visiting and performing other simple services for housebound individuals; thirty are assigned to various phases of civil defense work; eight persons are working on a bandage and surgical dressing project; and three volunteers work entirely with the blind. Seven older persons are awaiting placement.

The tie-in of the volunteer program with the day center program has had two distinct advantages. It provides a workable plan for keeping in closer touch with the volunteer, and, at the same time, offers the volunteer, in addition to his service to others, an opportunity to participate in and enjoy the benefits of a group activity program designed specifically for older people. The relationship of the individual volunteer to the group and the influence of the group process have brought about a feeling of belonging, strengthened personal security, and added to the values of the individual's as well as the group's contribution.*

In a comparatively short time, with no paid publicity and only a modest outlay of funds, a service unique in the history of volunteers because of its use of senior citizens has been successfully launched. Apart from the usual benefits associated with volunteer service, the conservation of funds, and release of paid staff for other duties, the use of older persons as recreation aides offers a rewarding service both to volunteer and to patient. The Mayor's Advisory Committee for the Aged and the New York City Department of Welfare are to be congratulated on their foresight and social awareness.

* See *Social Group Work—Principles and Practices*, by Harleigh B. Trecker, The Woman's Press, New York, 1948; pp. 58-59.—Ed.

RECREATION LEADERSHIP TRAINING PROGRAMS

Date	*Location*	*For Further Information*
February 16-19	43rd Annual Conference of Council of Southern Mountain Workers, Gatlinburg, Kentucky	The Council of Southern Mountain Workers, Box 2000, College Station, Berea, Kentucky
February 13-20	Longhorn Recreation Laboratory, Christian Youth Foundation Camp, Athens, Texas	Dawn N. Duncan, President, Longhorn Recreation Laboratory, 2213 Avenue G, Bay City, Texas
March	Mid-Continent Park and Recreation Conference, University of Minnesota. Center for Continuation Study, Park & Recreation Administration Training, Minneapolis, Minnesota	Felix K. Dhainin, Board of Park Commissioners, 325 City Hall, Minneapolis 15, Minnesota

All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the date indicated: January, February and March programs will be listed in *December*—information should reach us by October 15. April, May and June will be listed in *March*—deadline for information is January 15. July, August and September will be listed in *June*—deadline for information is April 15. October, November and December will be listed in *September*—deadline for information is July 15.

Music and the season's warmth are passed on to the ill and the aged.

CAROLERS SING for Everyone

Emily Hulshizer

The Christmas carol project for shut-ins in Des Moines, Iowa, was inaugurated in 1950, as an undertaking of the music committee of the Federation of Women's Clubs, assisted by the local recreation commission. The National Recreation Association sent materials; and Arthur Todd, the Association's district representative in the Middle West, led the assembled carolers and other community folks in pre-program caroling and tableaus on the steps of the state capitol. Immediately following this, the pre-arranged caroling program was carried to all parts of the city by the caroling groups.

Plans for the event were started at a luncheon, to which were invited representatives from civic and music organizations. Federation committee members and their guests laid general plans, and broad responsibilities were delegated for publicity, correspondence, location of the sing, the securing of a song leader, and so on. Subsequent meetings took care of such details as traffic and parking problems, properties needed, arrangements for carol books.

Publicity plans were very carefully outlined, and excellent cooperation was obtained from the local press and radio stations. Direct invitations to participate were mailed to singing groups. Two hundred and fifteen cards were sent to the churches, letters were written to choir directors, music club presidents, the women's club, public schools, civic groups and various other groups.

Sustained public interest prior to the evening was achieved through the detailed publicity plans. The *Register-Tribune* carried a sequence of stories for three weeks, covering such news as the committee luncheon, a general story of the project with a picture of Mr. Todd and the announcement that he was to be the song leader, and other human interest stories concerning planning and preparation. Use of placards on two hundred and seven taxis, colored posters for churches, hotels, the main library, railroad and bus stations, and colleges gave additional publicity. One large department store made and placed posters in its windows. After the event, each of the eight neighborhood papers carried a complete story.

Other arrangements made included: a chart of the statehouse steps, showing numbered sections and assignment space for carolers, which was mailed to each group; the help of two squad cars of traffic officers to facilitate parking and smooth flow of traffic; fifty Boy Scouts to usher on the steps; donation of the carol books and a story in the paper telling where to secure them; a record player and public address system for the leader's use; two forty-foot backdrops and spotlights for the tableau.

Mr. Todd arranged the program for the evening. He made use of recorded music, while people were arriving, interspersed with introductory remarks, introductions, and general commentary. He also set up a well-balanced program through skilled use of carols, some special numbers and the tableau, followed by more carols and concluding remarks. The statehouse steps provided a setting not unlike our national Capitol, for there are thirty-five steps leading to a high-pillared portico. Frigid temperatures did not stop five hundred and seventy-seven singers from gathering on the steps to sing under Mr. Todd's leadership for forty minutes.

There was real family participation in the caroling, several groups having entire families in their personnel. Among these carolers were choirs and carol units from schools, sororities, civic organizations, Sunday schools, music clubs, the women's club, P.T.A., Girl Scouts, Camp Fire Girls, nurses, the Negro community center, as well as a professional male quartet, and several church, neighborhood, and small private groups.

After the big general program, caroling groups made appearances in hospitals, nursing homes, children's homes, homes for the aged, the library, hotels, a department store tearoom, and at three broadcasts. Strolling carolers also toured in the six districts of our city.

To arrange a carol program geared to the institution or locality visited, supervisors were consulted as to the time, size of group desired, and the purpose; that is, whether the carolers were to entertain only, to lead a "sing," or to pro-

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MRS. HULSHIZER *is music chairman, Des Moines Federation of Women's Clubs, sponsor of the carol program.*

vide a combination of the two. This assured a satisfying evening for those at the various places where singers appeared, and enabled the committee to use all types of groups or individuals who wished to participate. Thirty-nine groups, with a total personnel of five hundred and forty-one singers, made fifty-five appearances.

Results were more than gratifying: all the groups were well received. Report sheets, filled out by group supervisors, indicated that 2,508 people listened to the carols. This number did not include people in railroad stations, the library, or those who enjoyed the music from the warm comfort of their cars on the statehouse grounds. The supervisors' comments emphasized the spontaneous response to the carols and the fine degree of cheer and spirit it brought to listeners. This justified, many times over, the great effort involved in giving the evening of carols.

New heights were realized in 1951. A thirty-foot blue spruce, donated for the plaza of the statehouse, was illuminated for the two weeks before Christmas. Forty-five singing groups, totaling a thousand voices, signed up to participate. Then along came an all-day snowstorm which upset many of the arrangements, including the number of people participating. However, a new plan for the evening was used to advantage. Individual groups did their caroling, then met afterwards at the statehouse for singing together and a program.

The weather precluded outdoor singing, so the event was held in the basement of the capitol. A brass ensemble from Drake University provided fine prelude music. The theme of the evening was the brotherhood of man as expressed through the United Nations. Costumed groups sang the carols of many lands, Italy, Germany, Greece, Denmark, France, and Mexico. The National Council of Catholic Women presented a beautiful tableau. There were folk dances by small Mexican children and a gay frolic around the Christmas tree by the Danish college students in costume. Stanford Hulshizer, of Drake University, led the massed group in the beloved carols. In keeping with the tradition of our English cousins and the Wassail bowl, everyone joined in the treat of hot chocolate, coffee, and doughnuts contributed by many firms and individuals.

For the past two years the project has continued to grow. Experience with zero weather in previous years has caused cancellation of any large community sing until such time as a civic auditorium will be available. Full emphasis is on taking carols to the ill, the homeless, and the aged. The local papers, radio stations, and schools all cooperate. Last year, five hundred and fifty singers made fifty-five appearances. There is always a heart warming response to the music as well as to the singers themselves.

Would it not be a truly wonderful tradition in America if every village, town, and city would have a yearly community Christmas sing and program of carols for the homeless, the ill, and the aged? It can be done! It is earnestly hoped that this report may bring enough practical ideas to help countless others start such programs.

The Night Before a Fire-Safe Christmas

Captain Claude Conlin, Jr.

'Twas the night before Christmas, when all through the house.
Not a creature was stirring, not even a mouse.
When down through the chimney, all covered with soot.
Came the "Spirit of Fire," an ugly galoot.
His eyes glowed like embers, his features were stern.
As he looked all around for something to burn.
What he saw made him grumble, his anger grew higher.
For there wasn't a thing that would start a good fire.
No doors had been blocked by the big Christmas tree.
It stood in the corner leaving passageways free.

The lights that glowed brightly for Betty and Tim
Had been hung with precaution so none touched a limb.
All wiring was new, not a break could be seen.
And wet sand at its base kept the tree nice and green.
The tree had been trimmed by a mother insistent
That the ornaments used must be fire-resistant.
And mother had known the things to avoid.
Like cotton, and paper, and plain celluloid.
Rock wool, metal icicles, trinkets of glass,
Gave life to the tree; it really had class.

And would you believe it, right next to the tree
Was a suitable box for holding debris,
A place to throw wrapping of paper and string,
From all the gifts that Santa might bring.
The ugly galoot was so mad he could "bust,"
As he climbed up the chimney in utter disgust.
For the folks in this home had paid close attention
To all of the rules of good "Fire Prevention."

Captain Conlin *of the Los Angeles Fire Department received the National Edwards Award for 1953, an honor given annually to the person performing the most outstanding work in the field of fire prevention in the United States.*

Reprinted with permission from *California Parent-Teacher*, December 1953.

Reporter's Notebook

College Christmas Festival

An annual all-nations Christmas festival will be celebrated once again on December 6, Augustana College in Sioux Falls, South Dakota. This event follows a traditional pattern which includes an evening program of colorful dances, games and the songs of various lands. The countries represented vary somewhat from year to year, according to the make-up of the student body, but usually number about fifteen.

Recently there have been students from such varied locales as Denmark, Holland, Germany, Japan, and Korea; and the children of returned missionaries have brought a touch of countries as remote as Zululand. All these, added to the Swedish and Norwegian people who make up the majority, lend the festival an authenticity that is not often equalled in college presentations.

In many booths, students and faculty in the native dress of their various countries serve traditional foods. The booths range from a Greek temple to an English cottage or a Korean pagoda; and visitors wander about eating such exotic foods as Greek *baklava* or *melomakarino*, English roast suckling pig, Norwegian *lefse* and *rommegrot*, and round red Dutch cheeses.

ARS Election

The American Recreation Society elected new officers at the annual meeting of the society in St. Louis. These officers, who will serve for a year, are: President—Sterling S. Winans, director of recreation, California Recreation Commission; first vice-president—Harry C. English, director of community centers, Washington, D. C.; second vice-president — Miss Pat Abernethy, advisor, Army Service Clubs, Washington, D. C.; secretary — Eugene Bernwell, director of recreation, Alexandria, Virginia; treasurer — Charles Boyce, community center director, Washington, D. C.; and president-elect—George T. Sargisson, executive director, Recreation and Promotion Service, Wilmington, Delaware.

Here and There

♦ The Rev. Dr. James W. Clarke, minister of the Second Presbyterian Church of St. Louis, who made the inspiring banquet address at the recent National Recreation Congress, has been appointed professor of homiletics at Princeton Theological Seminary.

♦ Dr. Philip L. Seman, honorary president of the Chicago Recreation Commission, as well as one of its founders, and general manager of the Jewish People's Institute for over thirty years, recently received the "Man of the Year in Jewish Education Award" from the American Association for Jewish Education at the organization's annual conference.

♦ E. Dana Caulkins, has resigned his position as superintendent for the Westchester County Recreation Commission, a position he held since 1933, to become recreation consultant to the Health and Welfare Council of the counties of Delaware, Montgomery, and Philadelphia, Pennsylvania.

♦ Berea College and the Council of Southern Mountain Workers, in cooperation with the Country Dance Society of America, Inc., will sponsor the seventeenth Christmas School at Berea, Kentucky, December 27, 1954, to January 2, 1955. The Christmas School, established to serve the Southern Highlands, is open to all persons interested in authentic American, English, and Danish material, including the traditional dances, singing games, songs, tales, and music of the Southern Highlands. For information, write to Frank H. Smith, Director, Box 1826, Berea College, Berea, Kentucky.

♦ Spectator conduct at high school football games has been a frequent target of criticism as game disturbances and rowdyism have increased. However, in Toledo, Ohio, sixteen area high schools completed their schedules free of any such criticism. Key to this fine performance record was the Sportsmanship Contest, conceived, planned, sponsored, and operated by the Toledo Area Student Council. Basis of the contest was a sportsmanship code drawn up several years ago by the area council, re-adapted to cover incidents occurring away from high school games, such as student behavior on busses, neighborhood fights, destruction of property, and downtown disturbances.

Officials at each football game rated both competing schools on sportsmanship as determined by attitudes of players, cooperation of coaches, sportsmanship and school spirit of the student body, and conduct of players and student bodies after the game. An independent rating of the schools was prepared by representatives of the press covering the game, and the area police departments. The *Toledo Blade* published weekly ratings by the game officials, sports writers and police. Results were summed up by E. L. Bowsher, superintendent of Toledo schools, "It is a great achievement; and it is my hope that this program may be carried on for a long time to come."

♦ "Leadership first, facilities later" is the recommendation of a report on an enlarged recreation program for the cities of Alcoa and Maryville and for Blount County in Tennessee. The report entitled "Public Recreation — A Plan for Community Action," calls for the formation of an official recreation commission in Alcoa, Maryville, and Blount County and coordination of recreation activities for the three areas, north of the Great Smoky Mountain National Park. The recreation study committee's report was prepared in cooperation with the Division of State Planning of the Tennessee State Planning Commission and the Division of State Parks of the Tennessee Department of Conservation, with William M. Hay, consultant on Defense Related Recreation Services of the National Recreation Association, as special advisor.

♦ A zoological garden at Angrigron Park in the densely-populated Ville Emard district of Montreal, Canada, is reaching its final stages of development after thirty years of "slow accretion" as regards funds and acreage. The zoo, for which the city council recently purchased 5,613,939 square feet of additional land, will cost about $7,000,000 when completed. The surrounding park will cover an area of around 260 acres. The Montreal Parks and Playgrounds Department is also constructing a children's zoo in Lafontaine Park. This

will contain seven ponds and seventeen units illustrating French nursery-rhyme themes. There will be a giant Jonah's Whale with stomach big enough for children to walk around in and a huge Noah's Ark to clamber through. They'll buy ice cream cones in the shoe of the old woman "who had so many children she didn't know what to do." There are also long-range plans for another children's zoo in the western Notre Dame de Grace area of the city.

◆ From Athens, Greece, John H. Bruner, assistant secretary of the Far East Foundation, reports on the work of the demonstration rehabilitation center operated by the foundation in cooperation with the Greek Government. The center staged an athletic field day to show that wooden legs are no hindrance to gymnastics. Children as well as young men and women demonstrated a mass Swedish drill, foot races, exercises on the parallel bars, and the fete ended with a basketball game.

◆ John Moake, superintendent of parks and recreation in Carbondale, Illinois, obtained a truck for use in his department free of charge in the same manner that schools receive the use of new cars for driver training courses. He talked to a car dealer who agreed to supply the truck—which carries a sign reading "Carbondale Park District"—and, at the close of the year, if the truck is returned to the dealer in good condition, Mr. Moake will receive another for use the following year.

◆ Ice skating is in season and four communities announce increased facilities. The tennis courts at Ballenger Park, Flint, Michigan, will change over to an outdoor rink through the installation of take-up type equipment. Supervision and instruction at this privately endowed park will be directed by Frank J. Manley of the Mott Foundation.

A new artificial outdoor rink in Utica, New York, will be used for dancing and roller skating during the summer months.

Syracuse, New York, has put ice skating on a year-round basis, and next summer an out-of-season program will include lessons in free-style figure skating, general straight skating, patch skating and ice dancing.

The city council of Niagara Falls, New York, recently authorized a new artificial rink approximately 80 by 180 feet to cost $45,000. The council's approval of the project climaxed one of the most intensive public campaigns for a municipal project ever waged. Scores of organizations and individuals joined forces to press the project.

◆ Fall and winter activities at thirty-eight New York City Police Athletic League recreation centers started with the annual city-wide registration for 1954-55 membership, which is open to all boys and girls between the ages of seven and twenty, inclusive. The PAL recreation program for New York City youth is sponsored by the police department, staffed by recreation specialists, and supported as a community responsibility by the contributions of the general public.

The program consists of physical, social and cultural activities. James B. Nolan, deputy police commissioner and president of the League, announced that more than a quarter of a million boys and girls participated in the activities last year.

Facts and Figures

New Jersey—Purchase of approximately six thousand acres for a new state park near the Delaware Water Gap was authorized recently at a cost of $420,000. The area has four and one-half miles of frontage on the Delaware River, contains three trout streams, and the one-hundred-and-thirty-acre Sunfish Pond, a natural lake on one of the ridges of the Kittatinny Range.

Ohio—Norwalk opened a swimming pool at a cost of seventy-three thousand dollars. Cleveland has ten new ultra-modern swimming pools at a cost of approximately one million dollars. They are called "walk to" pools because they are in areas where there are thirty-five thousand people within a three-quarter mile distance.

Oklahoma — Boiling Springs State Park will soon offer many new features. The bubbling springs for which the park was named will be glassed in and a huge picnic shelter built over them.

South Dakota — Lands surrounding the six-thousand-acre Angostura Reservoir on the Cheyenne River have been acquired for park and recreation development.

Texas — A fifty-year lease for four hundred and sixteen acres in the Dennison Reservoir area for use as part of Eisenhower State Park was signed recently by the Texas State Parks Board.

Notes From Our Headquarters

• Two recent changes of address for National Recreation Association field staff personnel are:

William Hay, P. O. Box 1094, Decatur, Georgia.

Waldo Hainsworth, Fowler Road, Northbridge, Massachusetts.

• Members of the Association staff returning from the Congress were greeted with the following note, placed conspicuously in the center of each desk, from one of the many Congress-minded staff members who stayed at home to keep the behind-the-scenes wheels rolling:

WELCOME HOME TO:

1. *Fall In-Baskets*
2. *Moving!* (More file cleaning!)
3. *Noise* from Metropolitan Life (They have new, louder drills just for your homecoming!)
4. The same *Creaky Elevators*
5. More *Forms* to fill out. (Wilson's been working!)
6. *Hidden Radios* (Bless the Giants!)
7. Irate office workers! (We wanted to go to St. Louis, too!)

P.S. Please spare us.....We know the 36th Congress was the Biggest and Best..... just do us a favor and.....work!
(They also served who only stayed home and listened to the World Series!)

IN MEMORIAM

William G. Robinson

William G. Robinson, former staff member of the National Recreation Association, died at Ann Arbor, Michigan, on October 24 at seventy-one.

Mr. Robinson, a graduate of Yale University, served the Association from 1919 until 1941, first as a division secretary and then as a Great Lakes District field representative. During World War II he worked with the Office of Community War Services of the Federal Security Agency. He later became assistant in community organization for the University of Michigan Extension Service. After his retirement from this position, in 1952, he continued serving in the capacity of consultant.

Mr. Robinson, who was devotedly considered the "grand old man" of public recreation in Michigan, was awarded a plaque by the Michigan Recreation Association in 1952 for his long and distinguished service in his chosen field.

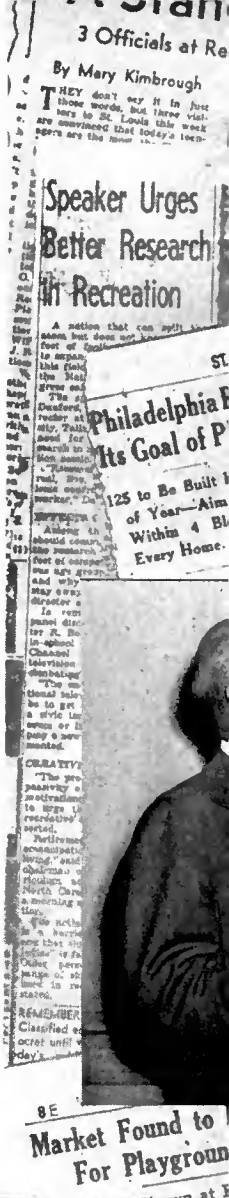
Eugene T. Lies

Eugene T. Lies, who was seventy-eight years old, died on October 27 at Tucson, Arizona.

Mr. Lies was a member of the staff of the National Recreation Association from 1918 until 1940, working part of that time as the field representative for the Southwest District. He was a graduate of Cornell University and the New York School of Social Work. Before joining the Association staff, he was the general superintendent of the United Charities of Chicago.

He traveled extensively throughout the United States and in Europe and Mexico, studying local customs and community conditions. He prepared numerous studies and surveys and was the author of several articles and the book, *The New Leisure Challenges the Schools*, which was published jointly by the National Education Association and the National Recreation Association in 1933. One of his oft-repeated statements was his self-coined recipe for longevity: "Keep limber, lovin' and a little bit looney!"

George Hjelte, general manager, Department of Recreation and Parks, Los Angeles, and chairman of the National Advisory Council of the National Recreation Association, is welcomed by Joseph Prendergast, executive director of the Association, as Congress starts.

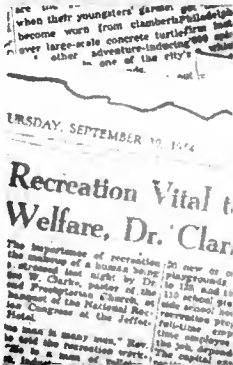


Sojourners in St. Louis

Delegates in Action at the 36th National Recreation Congress

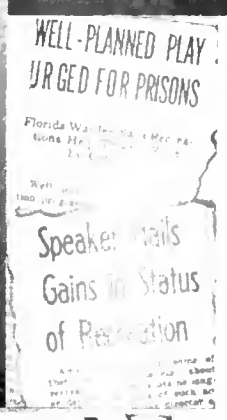
Early birds manage to avoid the big rush at the Congress registration center. Peg Dankworth of the National Recreation Association staff, who was in charge of the center, is standing between two St. Louis volunteers as she gives them some necessary pointers. In the background, John Collier, district representative for the NRA, pins an identification badge on one of the first to sign in, Leroy Tintle, the superintendent of recreation in Hempstead, Long Island, New York.

Display of RECREATION magazine at the Congress attracted many visitors, including, from left to right: Catherine Allen, professor of recreation at the University of Tennessee in Knoxville; Beatrice Froelich, supervisor of playgrounds and girls' and women's activities, Canton, Ohio; and Helen Dauncey, the Katherine F. Barker Memorial Secretary for Women and Girls and social recreation specialist for NRA.



Left, members of the discussion panel on problems of recreation boards and commissions, from left to right: James A. Downey, Jr., president Park and Recreation Board, Birmingham, Alabama; chairman, Mrs. Everett M. Findlay, past president, Recreation Commission, Long Beach California; Mildred G. Johnson, member, Recreation Commission, Oakland, California; John C. Kubacki, president of the Board of Recreation Reading, Pennsylvania; a truly qualified group

Below, three members of one of the discussion panels on recreation leadership in correctional institutions, left to right: Leonard Brumm, Jr., recreation director, Michigan State Prison, Marquette; Fred Grigg, superintendent of Umstead Youth Center, Butner, North Carolina; and W. C. Williamson, recreation director, Georgia Training School for Boys, Milledgeville, Georgia



Tom Rivers, left, secretary of National Recreation Congresses for the Association, receives a hearty invitation from J. Earl Schlupp, director of recreation of the City and County of Denver, Colorado, to hold the 1955 sessions of the congress at the hospitable "Mile-High City."

Left, two hundred and fifty interested recreation leaders watch a "live" demonstration of creative dramatics conducted by Grace Stanistreet, center, director of Children's Theatre, Adelphi College in Garden City, New York. Children are from St. Louis, had not had any prior experience.

Below, Gaylord Donnelley, left, board member of the National Recreation Association, and C. D. Jackson, vice-president of Time Inc. and one of the speakers at the Congress, compare two leading periodicals in the sports and recreation field: RECREATION and *Sports Illustrated*.

RECREATION is glad to record new or unique types of recreation equipment and modifications in usual designs or construction methods. Readers are requested to submit information about such developments for use in future issues.

RECREATION Facilities and Equipment

(Continued from October 1954 issue of RECREATION*)*

Beach Kindergarten Area

● The kindergarten area above, at Metropolitan Beach, one of the properties

Playfield adjoins sand beach. Beyond the kindergarten are shuffleboard courts and an eighteen-hole pitch-putt golf course.

operated by the Huron Clinton Metropolitan Authority in Detroit, Michigan, has several unusual features. One of these is a concrete sandbox, seventy-two feet long and four feet wide, with a tile plaque representing scenes from Mother Goose rhymes set along the top. An ornamental fence along the sandbox permits parents and visitors to view the children at play without interference. Covering the sandbox is a translucent plastic roof which suffuses a soft green light and protects the occupants from the full glare of the sun.

Manufactured equipment pieces, other than regular swings and slides, which have proved to be extremely popular are the revolving garden gates, shown in the accompanying picture, and bucking bronco swings. Most of the play equipment was constructed in the authority's shops and was designed after conferences with teachers at the Merrill Palmer School in Detroit, recognized as outstanding authorities on child psychology. It consists largely of horses, springboards, crates, hidden boxes, planks, large wooden blocks, and ladders.

This equipment is arranged entirely by the youngsters themselves who show considerable ingenuity in assembling the pieces to form obstacle courses as well as for imaginative play. These play

Drinking fountains are easily accessible.

materials become teeter-totters, castles, balancing and jumping boards, and exercise bars as youngsters devise new combinations and uses. Colors are limited to three bright hues, since more would only tend to confuse the children.

Toilet facilities, scaled for children, are available in an immediately adjacent wing of the main building group, and tot-size drinking fountains are also nearby. Three sizes of tricycles are furnished for the different age groups. Use of the playground is restricted to children from two to seven years. Constant supervision is provided for the area by trained personnel.

For added interest, nature exhibits are placed in the building adjoining the kindergarten area, and frequent changes are made in the exhibits which are prepared by the authority's senior naturalist. An Indian tepee was erected in one corner of the grounds, but proved to be something of a nuisance and was discontinued.

The kindergarten area is a most popular unit at Metropolitan Beach which affords not only facilities for bathing, but a beach promenade thirty-two feet wide, twenty shuffleboard courts, a pitch-and-putt golf course, a playground for older children, a turtle race track, boat basins, and a softball diamond. Several of these are shown in the accompanying illustration.

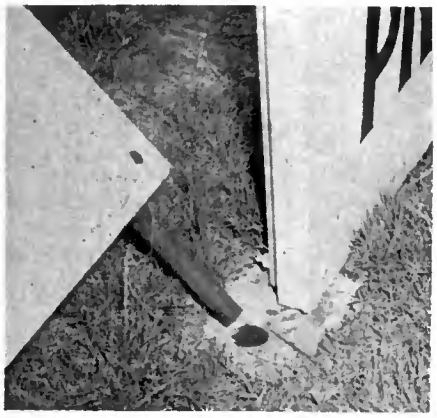
A Removable Fence

● The problem of adapting a single baseball field to the needs of Little

Boys set up fence for Little League baseball. Most recreation authorities do not approve advertising on public properties.

League, Pony League, and adult softball teams was solved in Alice, Texas, by the construction of a movable fence, enabling the diamond to be used by all three groups. According to Ben Parsons, city director of parks and recreation, who developed the idea, the fence has overcome a problem caused by a shortage of manpower and capital.

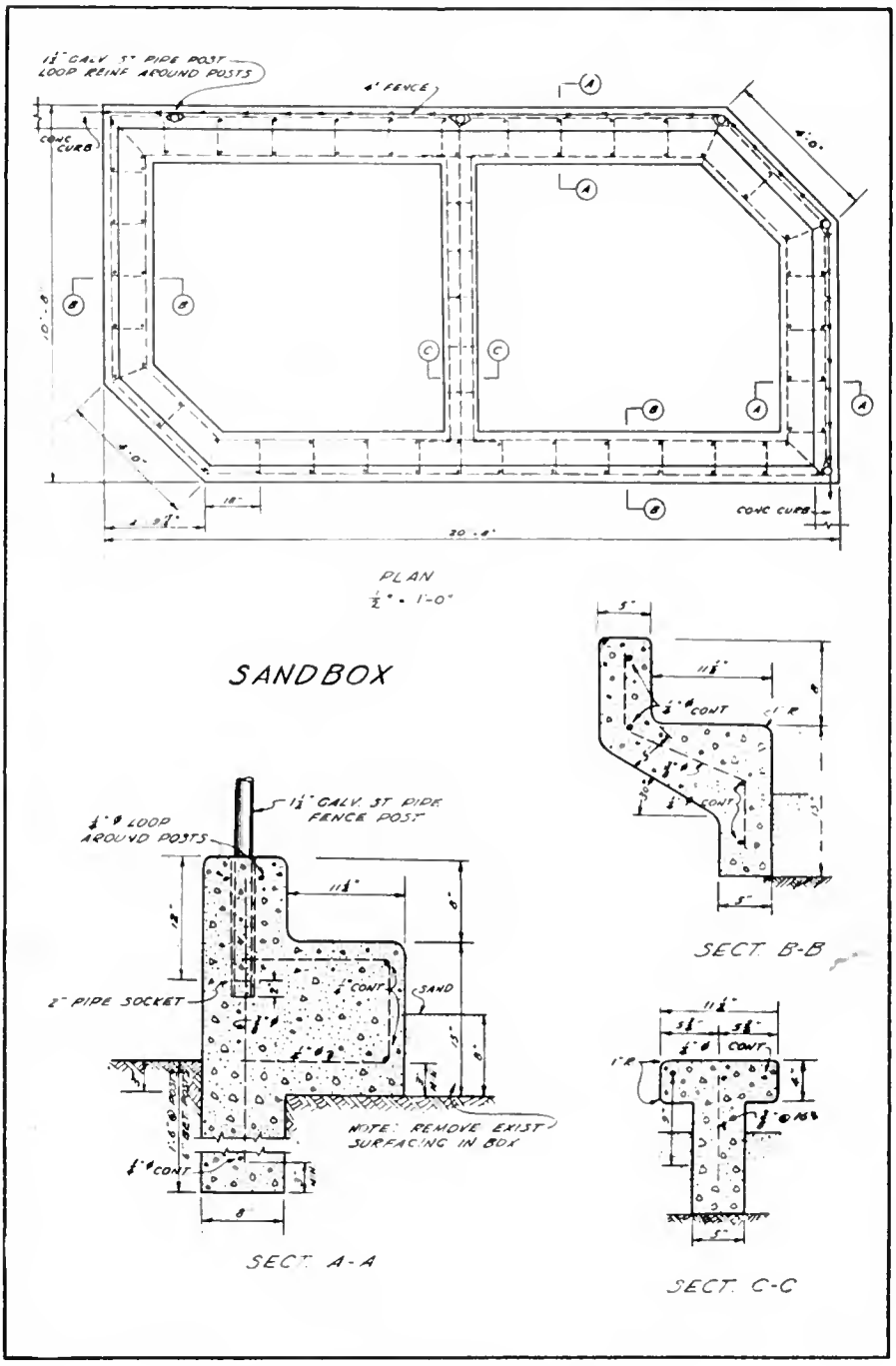
The fence, Mr. Parsons reports, was designed so it would not be too bulky and heavy, but would be sturdy enough to last several seasons. Each section, four by twelve feet, was made of outside plywood, backed by two-by-fours



Connection in portable fence. Cement contains sunken pipe into which twelve-inch pipe fits to provide fence support.

for support. Two pieces of one-inch heavy duty pipe, four and a half feet long, were bolted to the two-by-fours on each section so they protruded one foot below the bottom of the fence. Pieces of one-and-a-half-inch pipe, one foot long, were then set in cement in the ground at the proper locations for the fence, thus allowing the one-inch pipe protruding from the sections of fence to fit inside and afford a support. The one-half-inch play in the pipe allows the fence to be removed readily. The fence-moving operation requires an average of only seven minutes, enabling the field to be converted while one team is having its infield practice.

The pitching mound on the diamond was constructed in an oval shape and all three pitchers' rubbers were mounded at the regulation distance. The bases are held in place by two sets of spikes, one set at sixty feet for Little League and softball, and one at seventy-five feet for Pony League. The field thus meets the official requirements for all three games.



Playground Facilities in Oakland

● Several features developed by the recreation department in Oakland, California, afford suggestions that might be useful to other cities. One of them is the two-unit sandbox designed for the use of young children. In order to afford a place where children can make sand pies and other shapes on the edge of the box and to prevent the sand from being spilled outside the box, a shelf or seat with a back was incorporated in the sandbox design. The accompanying sketch shows the plan for a concrete sandbox with the two units, each approximately eight feet square. Between them is a low shelf, eleven and a half inches wide. The exterior walls of the sandbox take the form of a shelf or seat, eleven and a half inches wide, with a back eight inches high. The sketch shows how the walls of the sandbox are modified whenever they are used as a support for a fence.

In Oakland the first choice of a surface for the apparatus area is sand; and, where sand is used in this way, sandboxes are usually eliminated. Where the apparatus area is close to a building

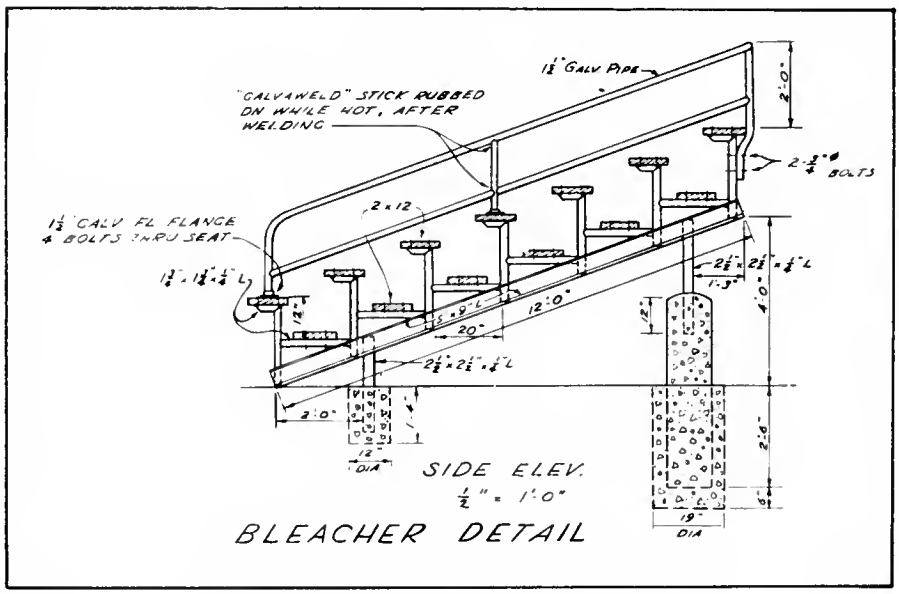
with good floors, tanbark is used for a surfacing material, and special sandboxes are provided. These are being moved away from the tanbark, however, because when sand is spilled on the tanbark it gives a playground an unattractive appearance. Bert M. Trubody, the department's superintendent of maintenance and construction, has made the following comments concerning the use of sand and tanbark:

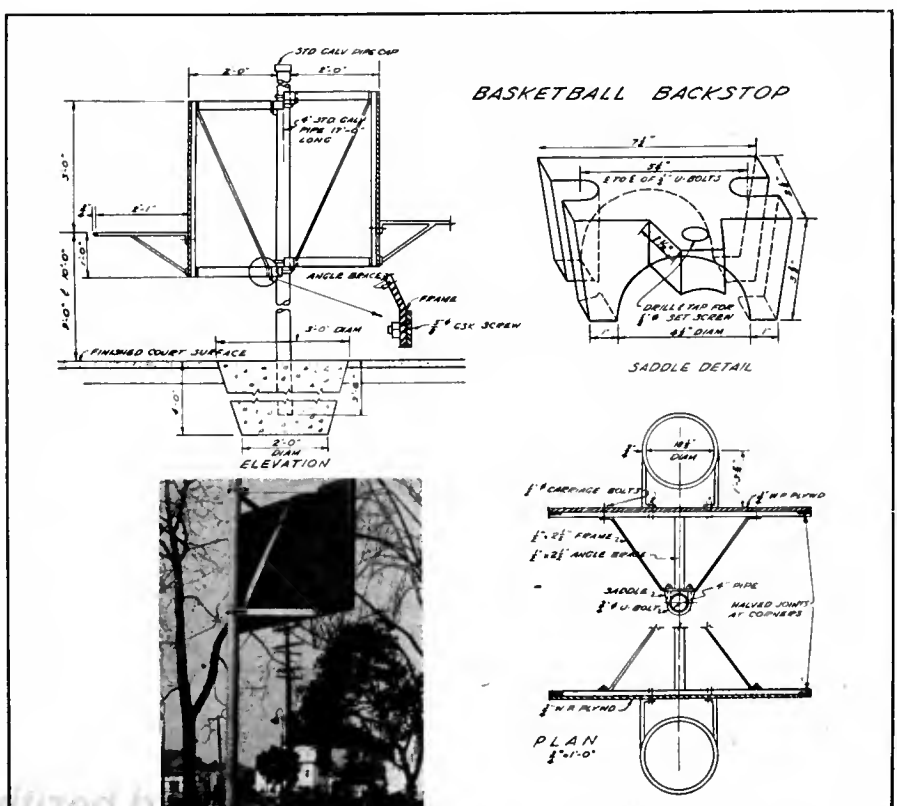
"We find tanbark good looking, resilient, and easy on floors, but it is hard to keep free of broken glass and foreign matter. Also, it needs frequent additions and in two or three years turns to dust and looks like top soil needing complete replacement. Sand, on the other hand, looks as good after six years as when first put in. It requires yearly supplements also, but the cost is much less. We have a large scoop shovel with the bottom cut out with a torch and one-half-inch-mesh rabbit wire welded in. Each caretaker has one and, in a matter of minutes, can sift a large sand area clear of foreign matter."

• Bleachers which are very rigid in construction have been designed for playground use. Their unique feature is the use of concrete rear columns, fourteen inches in diameter, which support the bleachers and eliminate the need for lateral or cross bracing. An old water boiler provides the form for the column, which takes the side motion thrust. This type of bleacher has proved a boon and a time-saver for the maintenance man since it is easy to clean out under it.

• Basketball backstops of waterproof plywood with adjustable brackets have also proved effective. Two boards and brackets can be erected on a single four-inch pipe support, and they can be adjusted to different heights if desired. A specially built saddle enables the angle braces supporting the backstops to be fastened securely to the pipe. The accompanying illustration shows a single backstop, and the sketch affords construction details.

Rear columns of playground bleachers in Oakland were molded in old water boiler.





Digitized by

George D. But

Readers are invited to send in information about research reports which might be reviewed or summarized in this section of the magazine.

A Citizens' Study of Recreation and Group Work*

Public and Private Agencies, Dade County, Florida

A Review

This excellent study, conducted in 1953, was carried out under the direction of a professional staff headed by Sidney B. Markey for group work agencies and by Weaver W. Pangburn for public agencies. A citizens' study committee of fifty-six persons reviewed the professional survey, conferred with the agencies involved, and submitted their recommendations to the entire committee. The purpose of the study was ". . . To prepare a long-range plan for the orderly development of needed buildings and grounds and the staff and program requirements . . . in Dade County."

Primarily because of the extremely rapid growth of population in the county, the study possesses considerable significance as a means of determining the extent to which the needs of the people are now being met and what must be done to meet these needs more adequately now and in the future. Data were collected through "questionnaires, conferences with agency leaders both professional and lay, and through study of many reports and documents." There is no indication that the consumer, or participant, youth or adult, was questioned to determine his point of view with respect to various aspects of the agencies under consideration. This failure, if it actually occurred, seems to be a major weakness in the study. Other criticisms are:

1. The parochial school report indicates a lack of thoroughness.
2. The study refers to "the lack of major recreation courses in the universities of the state." Florida State University in Tallahassee offers both an undergraduate and a graduate major in recreation while the University of Florida in Gainesville offers an undergraduate major in recreation.
3. Emphasis upon the quantitative aspects of recreation to the neglect of the qualitative.
4. The recommendation that gymnasiums are unnecessary in elementary schools cannot be justified.

In general, however, the study is a superior one, data essential to it were collected, carefully analyzed, and recommendations in harmony with the facts were presented in clear and convincing manner, thus offering an excellent blueprint for the future.—Dr. Howard G. Danford. *director of physical education, Florida State University, Tallahassee.*

* Published by Community Chest of Dade County, Welfare Planning Council of Dade County, Miami, Florida, March 1954.

Mr. Butler *is director of the NRA Research Department.*

Accidents on Recreation Facilities

This study by John Montgomery, a member of the Oakland, California, recreation department staff, was made at the University of Illinois while the author was on a leave of absence for graduate study. The statistics in the report are based on accident data gathered by the Oakland recreation department on forms designed for accident reports.

The following are some of the major findings as reported in the July 1954 issue of the Illinois Recreation Association Bulletin:

Elementary playgrounds have the largest percentage of accidents in proportion to their attendance.

Community centers and municipal playgrounds have the largest number of accidents, but this number is not out of proportion to the number of people served.

Junior and senior high school facilities have the least number of accidents for general city play facilities.

Ball diamonds and swimming pools have a high percentage of accidents in proportion to their attendance.

Other facilities, day and mountain camps, and golf courses, have a small percentage of accidents.

Almost three times as many boys are injured than girls, while there are not quite twice as many boys on recreation facilities.

Adult injuries are not out of proportion to numbers who participate in recreation activities but, when they do occur, they are apt to be more serious than children's injuries.

Playing in the apparatus areas was the activity most often engaged in when accidents occurred.

The second greatest percentage of accidents occurred during softball games. The game can be hazardous if poorly supervised or coached.

Running, in a non-game situation, was the third greatest accident-inducing activity, while being a spectator was fourth.

Most frequently injured parts of anatomy were, in order of frequency: face, skull, arms and hands, legs and feet.

Lacerations (35.5 per cent) and bruises (24.4 per cent) account for more than half of the types of injuries incurred upon recreation facilities.

Accidents occur most frequently during the time when attendance is largest.

Serious accidents follow the general pattern of all accidents with the exception that arm and hand injuries produce 23 per cent of all serious injuries. Then in order of frequency are those of the face, legs, and skull. These four categories account for 75 per cent of all serious injuries.

A further breakdown shows that 61 per cent of ball diamond injuries were serious; 43 per cent of swimming pool and 36.5 per cent of municipal and community center facility injuries were serious.

Males not only had a much higher percentage of all injuries but tended to have more serious accidents than females.

Mr. Montgomery's report also contains a list of the principal causes of accidents and suggestions for an accident report system and use of the results.

Municipal Recreation Services in North Carolina

The North Carolina Recreation Commission has issued a third annual report of municipal recreation services in the

state, covering the year July 1953 to June 1954, and based on information supplied by administrators in thirty-six cities. The report covers a variety of subjects including, among others: the managing authority, its composition and legal status; the source of funds for operation and their relation to the total city budget; the breakdown of recreation service expenditures; per capita costs; and major improvements for the year. Tables also give, for each city, the salaries paid to personnel holding various recreation positions. Expenditures data include amounts spent for services rendered by both recreation and park departments.

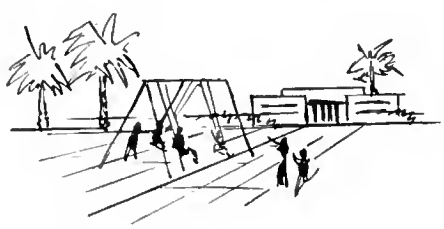
Even though the report relates to municipal recreation services in a single state, it contains much information of value and interest to all recreation authorities such as:

1. Of forty-four year-round, municipally operated departments in the state, reports were received from thirty-six cities with about twenty-five per cent of the state's total population.

2. Recreation service is administered by a recreation commission in twenty cities, by a recreation and park commission in six and by an advisory recreation commission or committee in eight cities. Only one city reports that it has no form of board or committee.

3. In twenty-eight of the cities the commission or committee was created by local ordinance. In twenty-seven (or three-fourths) the program has been legally established since 1944. By-laws have been adopted in nineteen cities.

4. Over-all, master, or long range development plans for recreation have been made in twenty-seven of the cities.



5. Operating budgets for the year vary from $1,800 in a town of 3,700 to $423,304 in Charlotte, which has a population of 145,016. The budgets for the thirty-six communities averaged $2.29 per capita. Fourteen cities had a budget of $2.00 to $3.00 per capita; eight cities, a budget between $3.00 and $4.00; and one city, between $4.00 and $5.00. The total in operating budgets (thirty-six cities) for 1952-53 was $4,199,745 as compared with a total for 1951-52 (thirty-three cities) of $3,552,982.

6. The percentage of the total operating budgets spent for recreation varied from .42 per cent to 13.61 per cent. For the cities as a whole, recreation accounted for nearly 5 per cent of the cities' budgets. (This compares with 4.4 per cent reported spent in 1951 by 481 cities of 25,000 and over, according to the Bureau of the Census.)

7. The average percentage of the recreation budget spent for leadership was 49 per cent in the thirty-three cities reporting. The percentage for special facilities (pools, stadia, armories, miniature trains, merry-go-rounds, concessions and so on) varied from 0 to 40 per cent, averaging 14 per cent of the total recreation budget in the twenty-four cities reporting.

8. Among the major improvements during the year from current budgets were: a golf course in Winston-Salem, swimming pool and bathhouse in Greensboro, addition of nine holes to the golf course and a bathhouse in Gastonia, a recreation center in New Bern, purchase of land for a park in Lumberton.

Other major improvements, most of them from bond funds, were: community center building and swimming pool in Charlotte, community building in Durham, two swimming pools in Burlington, pools in Kinston, Shelby, Hickory, Statesville, Morganton, and Kings Mountain.

9. The average salary paid to workers in various positions in cities of different populations was:

	25,000 and up	10,000 to 24,999	9,999 to 5,000	All Cities
Superintendent or Director	$5,419	$5,093	$4,361	$5,080
Division Supervisor	3,401	2,701	2,840	3,018
Community Center Director	2,674	2,175	2,300	2,633
Maintenance Superintendent or Foreman	3,075	2,806	.....	3,026
Secretary and Clerical Staff	2,412	1,747	1,848	2,242

The report also gives specific salaries paid to a variety of workers in each of the cities reported.

Recreation in Cleveland Industries

The research department of Associated Industries of Cleveland asked a representative cross section of member companies for facts concerning their recreation programs in order that the association might be in a position to answer many inquiries received with reference to such programs. Its questions covered such items as activities, cost, supervision, participation and benefits. Replies from twenty-one companies, varying widely in size, were summarized in the organization's newsletter for July 15, 1954. Some of these findings were as follows:

1. Most common features of the companies' recreation programs are bowling, golf, picnics, theater tickets, softball, banquets, Christmas parties, fishing and social dancing, in the order named.

2. Program costs ranged from $800 annually for a small company to $55,000 for a large one.

3. The average company cost per employee per year for seven companies with 1,000 workers and over was $7.71. The average cost for seven companies with 500 to 999 factory workers was $6.25 and for seven companies with 100 to 499 factory workers, $8.02 per year. The average company cost per employee per year for the twenty-one companies was $7.34 and the range, from $.50 to $14.29.

4. Only one of the companies reported employing a full-time director of recreation. In the average company a member of the industrial relations or personnel department serves as a part-time director of the recreation program. Employee associations and groups frequently assist in the planning and administration of the program.

5. From 8 per cent to 40 per cent of the total company employees participate in the activities. The highest employee participation (26.1 per cent) occurs in the companies with 1,000 or more employees. Second best participation (24.7 per cent) is in the 500 to 999 group, and the lowest (22.5 per cent) in the smallest employee group. The average for all companies is 24.4 per cent of all workers.

The report states, "While the primary purpose of the company recreation program is to improve employee morale, it actually serves a two-ply purpose: It offers the employee an opportunity for a well-balanced life, and it provides management with employees who are better fitted to do their jobs.

"In an operational sense the company recreation program is a form of maintenance for the human resources of the company. It is an aid to industrial relations and an adjunct to public relations, both of which pay handsome dividends at the community level."

NOTES for the Administrator

Volunteer Services

The value resulting from encouraging citizen participation in civic activities was stressed in two articles appearing in a recent issue of the *National Municipal Review*. One of them, by Dr. George H. Gallup, president of the National Municipal League, emphasized the necessity of developing ways in which more citizens can help with local and state problems. He mentioned the encouraging record resulting from the appointment of citizens' committees in recent years. "An important point to bear in mind is that a great majority of the people in the United States would like to devote some of their time and energy to dealing with governmental problems. In a survey made a few years ago, it was discovered that a substantial majority of persons would be willing to give time each week, without pay, to help solve such local problems as housing, health, crime, relief and the like. As matter of fact, the survey found that the busiest people were the most willing to devote time and effort to local problems."

Mr. Frank C. Moore, former lieutenant-governor and comptroller of New York State, in the same issue, reported that citizen participation in government affairs has been stimulated and encouraged through the committee method. He cited various examples to illustrate the value of such participation and stated, "Citizens who participated were glad and eager to serve again while others enthusiastically offered their help."

Out of his own experience, Mr. Moore suggested several important steps in setting up and operating a committee:

1. Define the problem as precisely as possible.
2. Carefully determine the personnel of the committee, have women as well as men members and persons whose stature would favorably impress the body having power to act upon the committee's recommendations. Give weight to geographical and political distribution. Do not appoint persons who would have to clear their views and vote with an organization. Do not select persons who would stand to profit personally from the committee's action.
3. Get committee meetings under way swiftly and get work done by frequent, long meetings over a short period of time. Have the meetings at an unattractive, business-like and not too comfortable place.
4. Obtain, with maximum accuracy and speed, up-to-the-moment factual information and devise a plan for keeping it up to date as the study progresses.
5. Have experts present all the facts to the committee before anyone is permitted to express his views or get into fixed position. After discussion, peg down points of agreement and segregate for further discussion points of disagreement. Often the facts will show the way toward answers.
6. Never forget your target is solution of the problem—not merely publication of a report. A report should be published, however—clear, concise and correct, easily read and understood, attractively presented and widely distributed. It should be a means to effective action by the legislature, governor and people.

Citizen Participation in Municipal Affairs

Eight methods of encouraging citizen participation in local government were discussed at the Third Municipal Management Institute at the University of Georgia. Mrs. Thomas F. Maxwell, city manager of Columbia, South Carolina, who chaired the group discussion, summarized the conclusions in an article in the August 1954 issue of *Public Management*.

The group concluded that the chief administrator should give special attention to complaint procedures, public reporting, and public relations training for city employees. Public hearings are of value, especially on controversial questions. The appointment of citizen advisory committees to study specific major problems stimulates both citizens and city officials.

Certain other means of encouraging citizen participation should be used only under special circumstances. Suggestion boxes and information polls, for example, may lead to citizen expectations that cannot be fulfilled. Other devices to be used with caution include neighborhood meetings, public forums, and formal referenda on public questions.

The conclusions reached by the city managers and other municipal officials who participated in the meeting afford suggestions for recreation executives in developing a good public relation program.

A Vending Ordinance

At the request of the recreation and park commission of East Baton Rouge Parish, Louisiana, the City-Parish Council has passed a vending ordinance designed to overcome the difficulty resulting from unauthorized persons coming into park areas and selling merchandise. The newly adopted ordinance not only gives exclusive authorization to the commission to administer the sale of merchandise on its properties, but even prohibits the sale of merchandise on the streets passing through park areas, thereby prohibiting persons with street-vending licenses from coming into the parks. During the first year the ordinance was in effect, the commission cleared a net profit of over $13,000.

Improvement Program

A five-year capital improvement program, in Baton Rouge, calling for expenditures totaling $2,388,194 in the period 1953-58, has been prepared for the recreation and park commission. The program calls for both the acquisition of lands and for the improvement of existing areas. The immediate concern of the commission, however, is for the development of existing park areas which now total 1,010 acres as compared with only 163 acres in 1945.

Report of a Successful Experiment

The Carnegie Foundation for the Advancement of Teaching has issued a report of a five-year experiment in assisting teachers to engage in research. The primary interest of the program was in the professor and in his research rather than in the solution of specific problems. It was aimed to encourage faculty members to carry on research and creative activities in fields in which they were interested and competent. "The underlying theory is simple. It is that a teacher actively engaged on a scholarly research or creative project of his own choosing has more than a fair chance of maintaining an intellectual activity which directly and indirectly serves to raise his scholarly self-respect and to make him a more effective teacher." The report indicates in detail that the purpose of the experiment was highly successful.

Even though no funds are available to underwrite a similar program for persons engaged in recreation leadership, the experiment indicates that recreation executives might profitably encourage their workers to engage in appropriate research or creative activities.

Special Christmas Projects

Soapsud Snow

For a whiter, brighter Christmas

When the jingle-bell season rolls around, there's no need to bank on the weather for a white Christmas; you can get "snowed in" with novel and lovely decorations made from glistening drifts of soapsuds!

One of the greatest joys of soapsuds "snow" is that cleaning up when the festivities are over is so simple. This "snow" melts off mirrors and windows at the touch of a wet cloth, and leaves them as bright and shining as the new year. And because this decoration doesn't shed, floors stay neat.

In addition to being inexpensive, trimming with soapsuds allows the children to take an active part in the decorating; soap is easy to use and no harm is done if a few splatters of the frothy mixture go astray—a damp cloth does away with the misplaced suds in a flash.

Applying soapsud snow designs to a window is an easy and enjoyable decorating project for even a lad as small as this.

To make soap snow, use a rotary egg beater or electric mixer to whip up the suds in a pitcher or a deep, narrow bowl. A very minimum of warm water should be added to the soap before beating. Whip until the suds are "dry" and of the consistency of thick cream.

Some of the things that may be done with suds and a paintbrush are the decorating of windows and mirrors with jolly Christmas figures such as snowmen, icicles, candles, reindeer, snowflakes, stars, and many other signs of the season, as well as lettering them with holiday greetings. For greater accuracy of design, supply the children with sharp slivers of soap, so that they, or an older person, may make preliminary sketches on glass surfaces which then can be traced or filled in with soapsuds. When applying soapsuds, allow the first coat to dry, then add one or two additional coats, with gentle touches, to give the design richness and depth. Little cylinders of sparkle-sprinkles may be obtained at dime or variety stores. Shade some of the sparkles over the wet soap drawing for added glitter and color.

When applying the suds to the tree, use a long-handled wooden spoon or wide paintbrush. Work from the top to the bottom of the tree, and from the trunk outward to the branch tips. Let dry, then heap on another coating. If you like, decorate the little wet snowpuffs on the branches with holly berries or sequins which will "dry-in." The soapsuds "drift" enough to look natural on the tree, wreaths, or any other pieces

A Christmas wreath takes on a wintry look with sudsy drifts spooned onto the greens

of greenery.

Scouring powder also makes festive trims for mirrors, windows, and glass doors. Use a paste made of the powder and a bit of water. Sketch scenes, Santas, reindeer, and other figures on the glass surfaces. Again, you can make preliminary sketches with a soap sliver. Or you can spread an entire glass surface with the paste and trace the drawings with a fingertip dipped in water. After the holidays, "erase" the drawings with a clean, wet cloth.

Evergreen twigs are often difficult to place gracefully in a vase. But they can be used attractively for the mantlepiece or table centerpiece if twigs are driven deeply and firmly into a cake of soap—something else the youngsters can do with ease. They also can treat candles to prevent smoke or drip—by rolling each candle between their well-soaped palms.

So gather the clan—come Christmastide—dip into drifts of soapsuds, and frost your holiday decorations for the snowiest holiday ever.

A teacher's ingenuity brings a unique classroom project to her students.

A Cotton Tree

Beatrice Ford Parker

There are valid reasons for helping children to create and see the beauty in a holiday tree that is other than the usual commercial evergreen. It is very possible that there may come a Christmas when some child in any given group may find himself unable to have a regulation Christmas tree, either because of the locale in which he is situated or because he is without the financial means necessary for the purchase of one.

In a "special education" [opportunity] room, working with children who might very well see such a day, one instructor devised an ingenious way of helping them see that Christmas fun and the things of Christmas need not necessarily cost money. Equipped with a small hatchet, she went one afternoon with her students to search the country roads and empty lots for a dead deciduous tree which they might use in their room for the holiday season.

Making a cotton tree to give their classroom a holiday air won the children's interest and stimulated creative abilities.

The children found and cut down a small tree of the right proportions and carried it back to the school, where they trimmed and broke off the small twigs and branches and built a stand for it. Students were then asked to bring in cotton, kapok, flannel, or any other material suitable for covering the tree, and the school nurse was able to contribute some cotton. The cotton was cleaned in oatmeal, then stretched along the boughs where it was wrapped around and pressed to the rough texture of the bark.

In this particular instance, ornaments and lights were brought in by several of the children, so that the decorations themselves were commercial. The original plan had been to have students make all the ornaments, using old Christmas cards, metal foil, and colored paper, such as those made in most schoolrooms every holiday season, and to use popcorn dyed in water color paints.

To this cotton Christmas tree there was an all-out school reaction; pupils from all grades came to stand and marvel, and returned to bring their parents. Thus a group of children who do not often have the chance to feel pride in their accomplishment was gratified and made happy by the responses of the other students.

The December P.T.A. meeting was quite aroused by the enthusiasm for the cotton Christmas tree, evinced in reminiscences of parents about the times in the old country school when they scoured the thickets to bring in and decorate dead barberry bushes and bits of hedges, in lieu of Christmas greens. Exciting questions were asked as plans were made by teachers to try it next year, and as parents offered to help.

The teacher who had started it all was able then to describe to parents her original plan of creating a lovely tree totally without expense. In this particular community many parents present at that meeting had not been looking forward with any degree of certainty, until that moment, of having a Christmas tree for their families. They listened with serious interest while the process of dipping and dyeing was described, and moved to the kitchen to watch with interest as an impromptu demonstration was held.

Not only for the far off someday when a child of today may be rigging such a tree for his own children who might not otherwise have one, but for the adults themselves, who were present in that room, one teacher brought good and happiness. She may feel justly proud.

Today more than ever, in any community and working with any group of students, we may well stress these permanent values and help our children to see and know them. What better way is there than by teaching children to find joy in using, creatively and without undue expense, the materials they have at hand, "in their own back yards"?

Reprinted with permission from *California Parent-Teacher*, December 1953.

Make your Christmas safe and fire free by fireproofing any inflamable decorations or costumes used. If you can't get one of the commercial products on the market, make your own solution of four parts boric acid, nine parts borax, and thirty-two parts water.

Holiday HANGERS

It's really amazing what you can do decoration-wise with a few old wire coat hangers, some odds and ends, and a little imagination. A few suggestions are given here—but the variety of different decorative pieces that can be worked out is virtually unlimited. Try it for an interesting project with your craft groups or decorating committees. Many of the ideas are so easy that six-year-old youngsters can make them.

Materials needed to make the basic forms, along with the wire coat hangers, are pliers and fine wire, self-stitch tape or string. The hanger wires can be covered with greens, tinsel garlands, gilt or glitter. As a finishing touch they can be trimmed with Christmas tree ornaments, sequins, beads, cellophane drinking straws, foil and other decorative papers and seals, and so on. Pieces of chicken wire, wire screen, or net may also be used to advantage for some of the designs. Cut these materials to fit the hanger-wire pattern and sew or wire them to the frame.

The top four illustrations show some of the forms that can be worked out merely by wiring or tying two or more hangers together.

Try the first one, the diamond shape. Cover the wires with Christmas greens. Tie a big red bow to the center wires, and hang a small ornament from each of the hooks at the sides. Or paste cut-out paper figures in the center instead of the greens and bows.

With the second one you can make a star-child by hanging a round tree ornament in the top of the form for the head, wrapping the rest of the figure with a tinsel garland, hanging a cluster of foil or metal stars from each of the "hands," and adding sequin or glitter features to the ornament for the face. See how simple it is!

The next one, using four hangers, becomes a hanging lantern if you roll a piece of construction paper into a tube around the center wires for the candle, and add a flame cut from cellophane or foil paper.

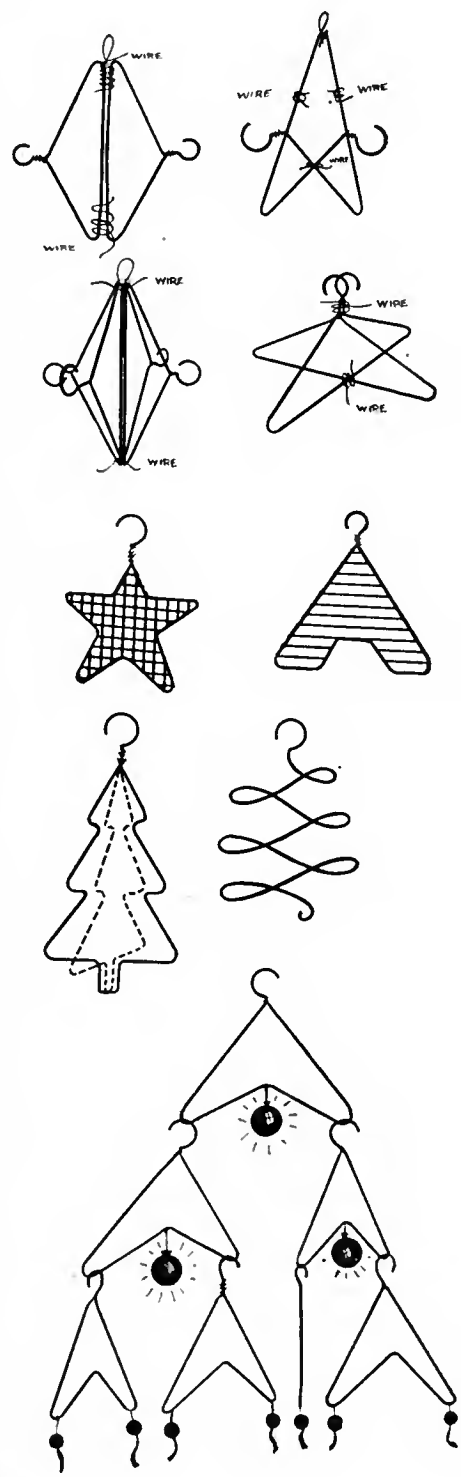
The fourth one makes a turning carrousel when suspended from the ceiling on a long wire or string. Try finishing off the end of each hook with a glittery star and hanging an angel figure from each arm of it. Or use any other Christmas figures—small toys from the five-and-ten, bells that jingle or shiny ornaments that sparkle as the carrousel spins. Three or four hangers can be joined in the same manner, instead of two as illustrated, to make more elaborate carrousels.

The next four illustrations show forms made by bending the hangers in various ways. For these you need lightweight wire hangers and a long-nose pliers for the bending. The forms shown are a star, a block letter A (any block letters can be worked out), and two trees. Fill in the star form by weaving with strips of colored paper, ribbon, or yarn; or decorate just the frame with greens, yarn, ribbon, or paint.

For a Christmas greeting to hang in the windows or across a wall or stage, shape each letter from one hanger, leaving the hooks at the top for hanging. Trace the outline of the letter on paper, place cellophane straws crosswise over the outline and cut them to fit so they fill in the whole center of the letter. Using a piece of wire slightly longer than the longest piece of straw for a needle, and yarn or gilt thread, string the straw pieces crosswise into the frame. (Or cut the letters from decorative paper or cardboard and clip them to gilded hangers as illustrated in title.

Bend the tree forms as shown, paint them, and hang ornaments on them.

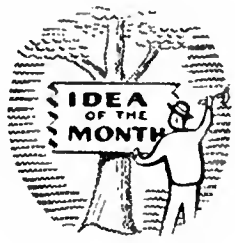
The bottom decoration is a mobile tree made of several hangers which may be bent either as shown or into the form of an arch. Suspend it where it can move freely; trim with ornaments and bells.



Developing Skills

for the Retarded Child

Many recreation departments are conducting, or planning to conduct activities for mentally retarded groups. The following article is Chapter II of an excellent booklet, The Backward Child,* *produced by the Information Services Division, Department of National Health and Welfare, Ottawa, Canada, and is used by kind permission of that department.*



Among the early things that children learn are sensory impressions—about color, size, shape, and feel of various things. They learn also to develop muscle skills so that they can do and handle things without being clumsy. This is often particularly important for the retarded child. The following materials are helpful in these kinds of learning:

Large, soft ball; brightly colored bean bags; blocks of wood of different sizes and colors; colored wooden beads; colored laces; peg boards and colored pegs; small boxes; heavy string; old spools, preferably painted; plain paper; colored construction paper; old catalogs, magazines and greeting cards; blunt scissors; large crayons; large pencils; paste and paste brush; odds and ends of colored wood and cloth; carbon paper; paper drinking straws; coloring and cut-out books; very simple jig-saw puzzles; bubble pipe; tapestry needles (blunt point, large eyes); sewing cards; paper punch; plasticine or clay; scraps of cloth; lentils, squash or melon seeds; finger painting outfit; weaving mats; simple loom for weaving (an Inkle loom).

THE CHILD CAN LEARN:

1. *Stringing* — large spools on colored shoe lace; colored wooden beads on shoe lace; colored one-inch paper squares with center hole; alternate wooden beads and paper squares; alternate pieces of paper straws and colored paper circles or squares (these are bracelets, necklaces, or decorations); and small beads.

2. *Color*—sorting a pile of small pieces of cloth and placing the pieces on larger squares of the same color, red, green, yellow, blue; selecting red, green, yellow, and blue socks or beads; naming colors of beads, blocks, and so on; distinctions between colors shown (mount samples side by side, yellow and orange; pink and red, and so on); coloring simple pictures; decorating paper plates with crayons; finger painting.

3. *Form Distinction* — squares, circles, half circles, triangles; matching one form with another ("Show me one like this"); learning the name of the form; selecting the proper form when it is named ("Show me a circle"); naming ("Tell me the name of this"); learning the meaning of *big, little, long, short, up, down* (taught by showing him).

4. *Perception of Objects*—(present only two or three objects at a time) point at each object and name it at the same time, have the child do the same; rearrange the objects and repeat; place the objects in a colored bag, let the child put his hand in the bag, touch the object and name it before bringing it out; hide one of three objects previously placed before the child, he must name which one is gone.

5. *Putting Blocks in a Box.*

6. *Throwing Large Ball or Bean Bags into a Box or to a Person.*

7. *Building with Blocks* — piling; sorting; making a train, house, and so on.

8. *Blowing Bubbles.*

9. *Buttoning a Small Garment Which is Pinned Down.*

10. *Lacing a Shoe.*

11. *Cutting* — learning to handle scissors not following any lines or pattern (this takes time); following a broad, straight line on paper; following a broad, curved line on paper; cutting out simple objects perhaps previously colored, an apple, ball, and so on, and pictures and figures from magazines and catalogs. (NOTE: Do not give the child scissors unless you can be with him while he is using them. Scissors with short blades and rounded tips are best.)

12. *Pasting*—using one finger to spread paste, a little at a time, wiping fingers before handling picture; using wide paste brush; making paper chain from paper strips pasted together; making a design from colored squares and circles pasted on another larger colored square; simple papier-mâché objects; making interesting scrap books.

13. *Sewing* — begin with shoelace and cardboard sewing card and teach the child to "sew" in and out of the holes; with tapestry needle and wool sew on card as above; with tapestry needle and wool follow an outline; practice running stitch on a guiding line on a piece of cloth; running stitch, but no guiding line; making a seam; making a simple doll's dress; sewing large buttons on bright material; simple embroidery stitches; cross stitch, needlepoint, and so on.

14. *Knitting* — plain knitting, garter stitch; purling; ribbing; casting on, casting off, increasing, decreasing; simple knitted article, scarf, sweater, and so on; knitting on four needles; knitting socks; introduce simple patterns.

15. *Weaving* — paper mats; doll's tam (on Shute loom); belts and so on (on

* Copies of this sixty-page illustrated publication are available from the Queen's Printer, Ottawa, Canada, for twenty-five cents each, with a twenty-five per cent discount on orders of one hundred or more.

Inkle loom).

16. *Drawing* — outlining simple drawings and designs with colored lentils, squash or melon seeds, or colored pegs (place drawings, which should be large, flat on the table and have the child overlay the design); making freehand lines, circles, squares, and so on, with a large pencil or crayon; sketching with large strokes simple objects such as a box, apple, ball; people and animals; very simple scenes; illustrating nursery rhymes or children's stories. "Jack-be-Nimble" or *The Three Bears.*

17. *Paper Folding* — making triangles; making hats, baskets, envelopes, pinwheels, flowers.

18. *Rhythm, Music and Games*—marching to music; clapping softly to music; rocking a doll to music, swaying in rhythm; hopping, to imitate birds; outstretched arms to "fly" like a bird; ringing tiny sleigh bells to music; simple physical exercises; tag, musical chairs, and singing games; humming softly; singing simple two- or four-line children's songs, preferably with actions; occasional "popular" songs; folk dancing, modern dancing. (Some children have been able to learn the names and positions of the notes on the piano by a play-and-story method.)

19. *Modeling*—rolling and pulling clay or plasticine; fashioning simple clay objects such as a ball, pail, eggs, nest; fashioning more difficult objects; using commercial modeling clay that hardens to make attractive jewelry, flowers.

20. *Crafts*—many of the less retarded girls and boys would be interested in attempting some of the many crafts that are so popular today.

Hi Jinks!

Patty Steere

● Take three hundred and fifty high school girls, hours of practice and preparation, a hard-working stage crew, an over-capacity audience, costumes and dances; put them all together and you have the Girls' League Hi Jinx, an annual all-girl affair at Whittier High School, in Whittier, California.

For the past twenty-six years, the high-school girls in this community have combined talents to present this show which has grown from an amateur fun-night to ten student skits featuring over two hundred and fifty girls in complicated chorus line routines.

The first Hi Jinx, held on February 10, 1928, was an informal and hilarious affair consisting of skits which were presented by members of all classes, graduates, and faculty. A carnival was held in the new girls' gymnasium, after which the girls and their mothers adjourned to the auditorium where the performance was presented. The original production proved to be such à success that it continued as a tradition.

Each year a theme is chosen around which to weave the threads of gaiety and nonsense. Some of them have been "Circus," "Through the Looking Glass," "Road to Oz," "Up in the Attic," "Story Book Ball," and "Aladdin's Lamp."

Countless hours of planning and preparation are required. The Girls' League's first vice-president acts as student director, assuming the duties of organizing and leading the show. She works hand in hand with the faculty director to see that the production runs smoothly. However, all the responsibility does not rest on the shoulders of the student and faculty directors. Fourteen members of the Girls' League Board and scores of students and teachers combine efforts to make the production a success.

One of the keynotes of the Hi Jinx is the rigid competitive basis on which the top groups are selected for the final performance. Tryouts are held each year to determine which groups will receive one of the coveted spots on the program. Even in the early summer months, girls meet to lay the groundwork for the coming show. Groups, ranging from ten to thirty girls, begin selecting music and planning the choreography of their dances. A faculty director is on hand to assist each group. In October the theme is officially announced, and the girls buckle down to continuous rehearsals, costume making, and plans to win the highly-sought first prize.

By November Whittier High School is transformed into a bedlam of dress rehearsals and last-minute committee meetings. Fingernails are reduced to a minimum. Then, the long awaited day arrives, all commotion ceases, and a quiet but tense atmosphere settles over the campus. Suddenly, lights! action! The Hi Jinx extravaganza is ready to roll!

Although it is primarily a student affair, the faculty, mothers, and alumnae also have a chance to get into the act. As the show comes to a close, the tension increases as audience and participants eagerly await the awarding of the prizes by a panel of five judges. The lucky winners are the recipients of a gaily decorated cake and prize winning ribbons attached to all-day suckers.

According to tradition, admission to the Hi Jinx has always been free. Two years ago this practice was changed and a twenty-five cent charge was instituted. The money thus received, approximately $500, was then awarded to an outstanding senior girl to be used as a scholarship to the college of her choice.

Since the Hi Jinx is a strictly feminine affair, presented only for the girls and mothers, the boys at Whittier High have one ambition—to see the show. In order to get past the faculty guards stationed at the door, they often resort to intricate tactics. The recent campus hero is the boy who had to buy six tickets and change his disguise several times before he finally managed to see the entire show.

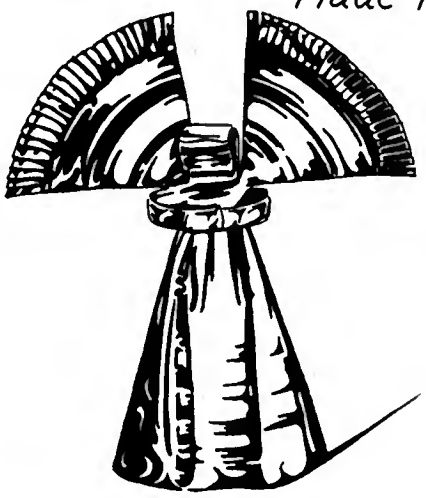
The Hi Jinx has grown by leaps and bounds since it made its original debut on the Whittier High School stage. Faces have changed; new dancing techniques have been introduced; but the Girls' League Hi Jinx remains an event to be anticipated and long-remembered by both performers and audience.

Miss Steere *has served on various Hi Jinx committees. She wrote this article while she was a member of the public relations class at Whittier High School.*

How To Do It! by Frank A. Staples

A Christmas Angel

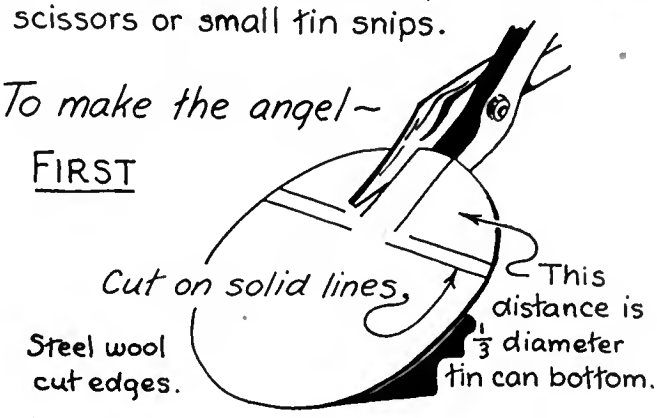
Made from the bottom of a tin can.



Equipment needed ~
Medium steel wool and a pair of large scissors or small tin snips.

To make the angel ~

FIRST



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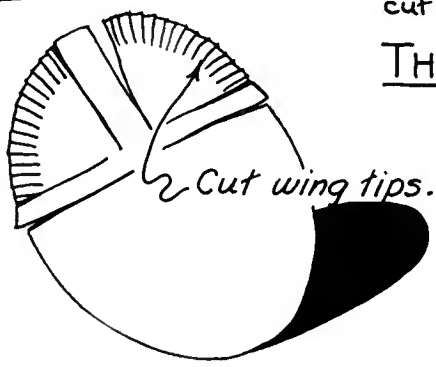

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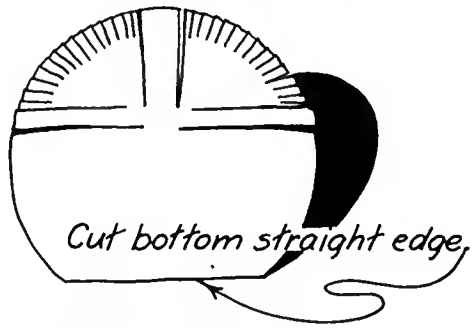
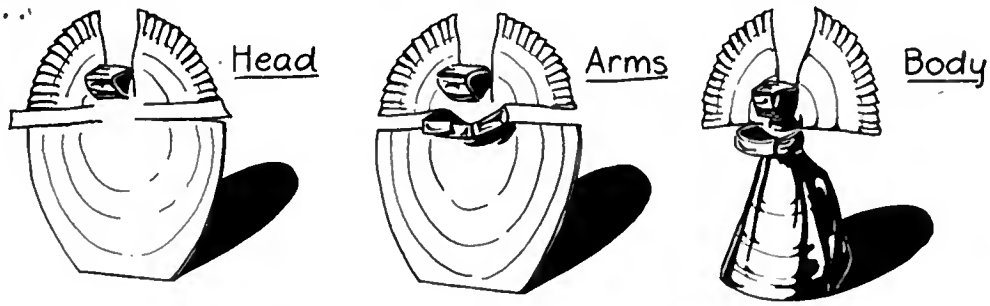


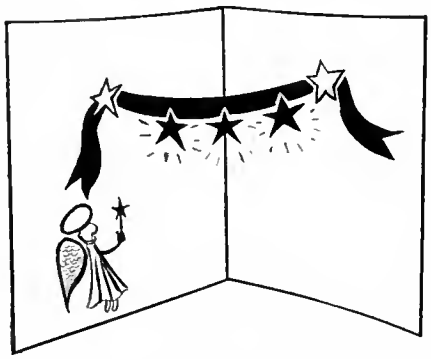
FOURTH *Bend head, arms, body as shown below.*



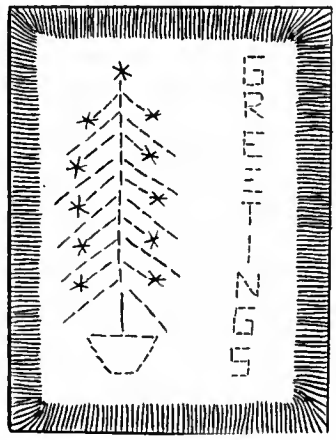
Digitized by Microsoft®

Christmas Cards from scrap materials

Collect many of the everyday scrap materials found in and around the average home or recreation center and you have the makings of these cards. Include bits of felt left over from craft projects or cut from old felt hats; burlap, huck toweling, terry cloth, and other kinds of cloth with interesting texture; small pieces of lace, ribbon, embroidery thread, and yarn; foil paper from food and cigarette packages; paper lace from doilies or candy box trimmings; illustrations and verses cut from magazines and old greeting cards; and anything in the way of sequins, beads, decorative seals, and so on. You'll also need plain stationery, typing or construction paper (or even shelf, wall, or wrapping paper will do) for the basic card form; paste or household cement; scissors; needles; and lettering materials such as pen and ink, crayons, or paint and a fine brush—and you're prepared to concoct some novel Christmas cards.



The string of stars on the inside of this card hangs free from the centerfold when the card is opened, for only the ends of the ribbons are attached to the card. The stars are cut from foil paper and pasted to the ribbon. The tiny angel in the corner is cut from an old card—but she could be hand painted. For variation: use sequin stars dangling from a chain of braided yarn; or cutout letters of a greeting.

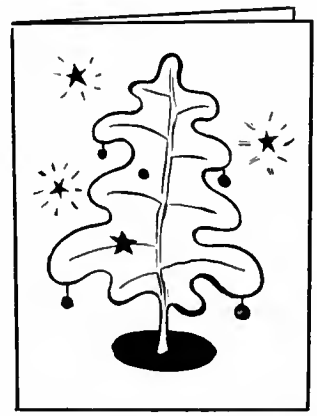


Needlework card features a tree design and greetings sewed in basting stitches with metalic yarn on dark colored burlap; ornaments of tiny beads and colored silk floss. Edges of burlap are fringed and the completed piece is pasted on stiff paper. For variation: weave a modernistic tree design on huck toweling with embroidery thread; cross stitch a tree on burlap with yarn.

A standing Christmas tree comes into view when this card is opened. There are two trees cut from two shades of green paper and folded through the center. The darker one is pasted completely on the card, the other one is pasted or sewed only along the fold on top of the first tree. Both trees are decorated with tiny ornaments of foil paper or sequins. For variation: add more trees to the fold; use different color for the trees—such as shades of blue or red.

This Christmas angel has a skirt of silver-foil paper cut in a triangle and pleated; wings are made from a lace paper doily, net, or a piece of real lace; head is cut from construction paper and colored or a head clipped from a colored magazine illustration may be used; halo and stars are cut from gold-foil paper. For variation: try a skirt of filmy net material trimmed with sequin stars.

Santa is gay and colorful in his suit and hat of red felt, green felt mittens, and cotton whiskers and suit trim. His face is pink construction paper with painted eyes. For variation: use a powder puff for his face; or make a glistening Santa by cutting the pieces from oil cloth and using angel hair for his suit trim and whiskers.



A real tree leaf, pressed flat and then glued in place, is the main part of the decorations for this card. Base is cork from a bottlecap lining; ornaments are hollyhock, milkweed, and other small seeds; foil stars add a shiny touch. For variation: a lacy fern leaf for the tree, with little dabs or boric acid crystals or artificial snow glued on for trimming; a flattened sprig of evergreen trimmed with tiny colored beads or seed pearls.

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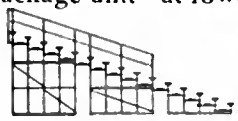

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1. The names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Editor-in-Chief: Joseph Prendergast, 315 Fourth Avenue, New York 10, N. Y.

Editor: Dorothy Donaldson, 315 Fourth Avenue, New York 10, N. Y.

Business Manager: Alfred H. Wilson, 315 Fourth Avenue, New York 10, N. Y.

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Alfred H. Wilson, Business Manager

Sworn to and subscribed before me this 1st day of September, 1954

Emily H. Stark, Notary Public, State of New York. No. 41-3813275.

Qualified in Queens County. Certificate filed with Queens County Clerk and Register. Term expires March 30, 1955.

PERSONNEL

SOME PERSONNEL TRENDS AT ST. LOUIS—AN IMPRESSION

Raymond T. Forsberg

From above the din of meetings and gabfests at the recent National Recreation Congress in St. Louis, I seemed to hear strange and exciting overtones—sounds that reminded me of the adolescent boy whose voice is beginning to crack and change. It dawned on me that the recreation movement has developed other characteristics and signposts of adolescence: it is big and awkward, somewhat confused and bewildered, but eager to assume grown-up attitudes and practices.

The "growing-up" sounds I heard were coming from a cross section of delegates who were talking more than ever before:

About the philosophy of "why" rather than the mechanics of "how."

About long range, master plans instead of daily schedules and isolated activities.

About coordination of community groups instead of competitive relationships.

About enduring organizational structures and tax budgets—not "will-o'-the-wisp" operations based upon personalities or sentimental claims.

About public relations as a whole as opposed to more publicity.

About quality programs and not so much about "numbers."

And about sound, business-like administration and supervision rather than amateur, hit-and-miss schemes of promotion and management.

Other delegates were talking about:

Sabbatical leave programs to encourage leaders to enrich their professional careers.

District-wide and state-wide training courses for administrators, designed to give support to the fact that a community recreation program cannot progress beyond the philosophy, vision, flexibility, and initiative of the person in charge.

Continuous, year-round in-service training programs scheduled as part of the regular work week with emphasis upon basic sociological and psychological factors, and so on, as well as upon program plans and activity techniques.

Audio-visual materials that have "oomph" for both leadership training and program promotion.

Job descriptions and performance standards that make for much needed objectivity in personnel management.

Recruitment techniques that will tend to encourage better students to enter our college training programs.

Research projects that will help to crystallize where we are and where we are going.

And nation-wide salary studies that can serve as a rallying point to heighten our stature as professional workers.

There were a few rumblings about the "theoretical, ivory tower" approach of college training programs for recreation leadership. Granted, there are shortcomings, but solution to the problems is not reserved for college educators alone. Not to be overlooked is the "art" of assimilating and motivating the newly trained leadership at operating level. Could it be that some of the personnel turnover is the direct result of questionable selection and assignment, or the frustrations that result from inadequate counsel and guidance? Knowing that leadership begins to blossom with actual experience, are we expecting colleges to perform training functions that are beyond their sphere?

A report of personnel trends observed at St. Louis would not be complete without a big *huzza!* for the significant forward strides of the American Recreation Society. Recreation leaders throughout the country are indebted to the ARS leadership for the magnificent manner in which they are plowing and seeding ground for the future of our profession.

The broad personnel program of the National Recreation Association's National Advisory Committee on Recruitment, Training, and Placement is convincing evidence of the trend toward greater participation in professional matters on the part of individual leaders. This committee of over one hundred members has a wide geographical coverage with representation from thirty-four states, the District of Columbia, and five national agencies. It planned the major personnel sessions at the congress and has completed important projects. Numerous other projects of importance to the recreation profession are under way or are in the planning stage. The five major subdivisions of the committee will continue to deal with problems and programs of recruitment, training and placement.

I'm confident I wasn't "just hearing" things at St. Louis. The 1954 Congress, on the surface, was hardly different from other years, but obviously there was a stronger underlying current of resolve, faith, and pride in our role in the community.

RAYMOND T. FORSBERG, *chairman of the National Recreation Association's Subcommittee on In-Service Training is the superintendent of recreation in the city of Waterloo, Iowa.*

RECENT APPOINTMENTS

Jessie Cameron, health education program director, Washington Street Branch, YM-YWCA, Newark, New Jersey; *Barbara Carr*, recreation worker, Gawonus Housing Project, Brooklyn, New York; *Frank H. Dearborn*, superintendent of recreation, Fairport, New York; *Mrs. Barbara Edler*, executive director, Girl Scouts, Council Bluffs, Iowa; *Leigh Emmons*, recreation director, Janet Memorial Children's Home, Elizabeth, New Jersey; *William L. Foley*, superintendent of recreation, Croton-on-Hudson, New York; *Edgar Krattli*, special group worker, Grosse Point Community Club, Grosse Point, Michigan; *Edward McCardle*, director, Youth Center, Dolgeville, New York; *Harry K. Ness*, director, Community Center, Mystic, Connecticut; *Darrell Robinson, Jr.*, area supervisor of recreation, Prince Georges County, Maryland; *Alphonse Tindall*, Soho Community House, Pittsburgh, Pennsylvania.

Charles S. Bayer, youth director, Recreation Commission, Peekskill, New York; *Priscilla Brown*, recreation leader, University Hospital, New York City; *Joan Burroughs*, girls' worker, Dixwell House, New Haven, Connecticut; *Thomas R. Carlson*, superintendent of recreation, Middletown, Ohio; *Charles T. Garter*, recreation worker, Irvington House, Irvington-on-Hudson, New York.

Berenice Feinstein, arts and crafts instructor, Brooklyn War Memorial Center, New York City; *Donald Forman*, group worker, Police Athletic League, New York City; *Roy Gunderson*, superintendent of recreation, Puyallup, Washington; *Ruth L. Klein*, recreation director, Hollywood Beach Hotel, Hollywood-by-Sea, Florida; *Jesse M. Lamm*, recreation leader, Goldwater Hospital, New York City; *Esther Mizell*, assistant director, U. S. O. Club, Trenton, New Jersey; *Betty Ann Myers*, girls' worker, Progressive Recreation & Social Services Association, Scranton, Pennsylvania; *Eugene H. Pautz*, physical director, Youth Foundation, Kenosha, Wisconsin; *Mary E. Sawyer*, recreation leader, Girls' Club, Waterbury, Connecticut; *Jean Scheidel*, recreation specialist, recreation department, Pasadena, California; *Chandler Sharp*, director youth center, Salvation Army, Syracuse, New York; *Ann Smutny*, recreation leader, Cumberland Hospital, Brooklyn, New York; *Paul Urek*, director, pilot project, recreation department, Kansas City, Missouri.

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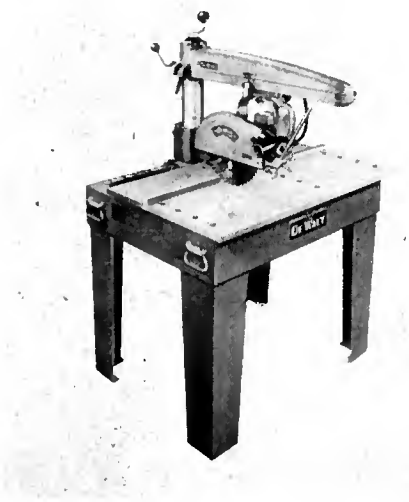
MARKET NEWS

♦ A new model radial-arm, multi-purpose woodworking machine, designated the GWI, has been included in the De Walt line of power-shop equipment.



Completely re-designed and modernized to include the latest engineering developments, the GWI offers many distinct advantages not previously available in this type machinery. New features include a motor provided with a voltage-change-switch to enable it to be operated on either 115 or 230 volt, single-phase current; a longer radial arm and wider worktable, providing greater cutting capacity and easier handling of materials; multi-color "Plextone" finish, red plastic control handles for safe, efficient locating and adjusting of moving parts; a safety-lock switch which functions on the ignition key principle and allows immobilization of the machine; and built-in carrying handles for easy portability. A copy of the attractive new "Power Shop Catalog" is available upon request from De Walt, Inc., Dept. R-10, Lancaster, Pennsylvania.

♦ Five new educational kits are being distributed by Central Scientific Company, Chicago, under an agreement with Industrial America, Inc., coordinators of the hobby kit program.

Each of the kits is prepared by a leading industrial firm in collaboration with the Museum of Science and Industry and Encyclopaedia Britannica. The kits and their producers are: Electronics Kit made by RCA; Optical Kit produced by the American Optical Society; Rock Detective Kit manufactured by the Gemological Institute of America; Weather Kit put together by the Taylor Instrument Companies; and the Medical Training Kit, which enables youngsters to analyze the functioning of the human body, by Bauer and Black.

Youngsters can learn the hows and whys of each science by building their own scientific instruments from materials contained in the kits. Each kit is also equipped with a comprehensive instruction booklet, prepared under the direction of the Encyclopaedia Britannica, explaining and illustrating in detail the fundamentals of the science for which the kit was prepared and giving step-by-step directions for the numerous experiments that can be performed. For further information and descriptive literature write to Central Scientific Company, 1700 Irving Park Road, Chicago.

♦ The nursery set will spend many joyous hours on the Wonder Horse Deluxe,

a junior equestrian's delight, with its unique spring action which provides all the excitement of trotting, galloping, and jumping motions in response to its rider. It measures thirty-two inches high and thirty-six inches long, is sturdily constructed and mounted on a hardwood base, and is finished in true palomino color. Toy Guidance Council selected this as "an outstanding example of American toy production for 1954." Manufactured by Wonder Products Co., Collierville, Tennessee.

♦ A compact, space-saving, rubber-stamp outfit, which eliminates the necessity for having a separate complete stamp for each use, is now available. The Edmar "Injector" Stamp consists of one handle which can be used with any of the slides, which are available

in more than two thousand stock rubber-stamp phrases. The handle, assorted slides, ink, and stamp pad are all kept neatly and take up minimum space in one handy kit. For information, Edmar Division, Bankers & Merchants, Inc., Dept. ED, 3229 North Sheffield Avenue, Chicago 13, Illinois.

♦ A new contribution in table design is featured in the Romper Table #2335 which makes possible a different grouping of combinations for various activities. The table surface has been specially developed for uniform low-light reflectivity, and is stainproof and immune to acids, ink, and paint. It can be cleaned with a damp cloth and never needs painting or refinishing.

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the National School Furniture Company, a division of the National Store Fixture Company, Inc., Odenton, Maryland.

Listening and Viewing

Films

● City dwellers in America have the power to determine whether their own communities must endure run-down, blighted neighborhoods or will renew or rebuild them, according to a new documentary film recently released by Encyclopaedia Britannica Films and the Twentieth Century Fund. The film is based on a special study made for the Fund by Miles L. Colean, nationally known authority on housing and city planning. The 24-minute, 16mm. film will be distributed by Encyclopaedia Britannica Films, 202 East 44th Street, New York 17.

● A new film illustrating some techniques of occupational, recreational, and industrial therapy, *Working and Playing to Health* (35 minutes, 16mm., black and white, sound), was made at the Manteno State Hospital, Manteno, Illinois, sponsored by the Illinois Department of Public Works. Write International Film Bureau, Inc., 57 East Jackson Boulevard, Chicago 4, or your local mental health authority.

● A valuable addition to film material on senior citizens is a short documentary of an annual Hobby Show for Older Persons (10 minutes, 16mm., sound, color). Write Helen Warner, Welfare and Health Council, 44 East 23rd Street, New York 10.

● Newest additions to the Films of the Nations library include shorts on creative activities in Swedish schools, arts and handicrafts in Denmark and Portugal, as well as recreation in the state of Michigan. For further information and 1955 catalog write Films of the Nations Distributors, Inc., 62 West 45th Street, New York 36.

● Association Films offers free films on a variety of subjects including travel, sport, homemaking, health and safety, do-it-yourself, science, and industry. For new catalog write branch libraries of Association Films at Broad and Elm Streets, Ridgefield, New Jersey; 79 East Adams Street, Chicago; 1108 Jackson Street, Dallas, Texas; and 351 Turk Street, San Francisco.

● Three five-minute films encourage viewers to participate in creative activity in three media: crayon, torn paper, and household cement. They were produced and directed by Frank Bach of the Art Education Department, University of Wisconsin, and Reino Randall, associate professor of art, Central Washington College of Education, Ellensburg, Washington. They are suitable for classroom art work, amateur art classes, hobby groups, and teacher training. Write Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California.

● A booklet of available wildlife films, *The Conservation Film Library*, has been released by the National Wildlife Federation, Service Division, 20 Spruce Street, Boston.

● Many new materials and ideas for the holidays, as well as for general year-round use have been added to the Society of Visual Education film library, which includes an adventure-with-art-materials series, prepared at the Laboratory School, University of Chicago, under the direction of Jessie Todd. For new free booklet write Society for Visual Education, 1345 West Diversey Parkway, Chicago 14.

● Five films on various phases of recreational boating (13½ minutes, 16-mm., color) are available free from the National Association of Engine and Boat Manufacturers, 420 Lexington Avenue, New York 17.

Uses of Tape Recorder

Over one hundred and fifty uses for a tape recorder are outlined in a new fourteen-page booklet, *Words and Music*, showing how this instrument can be used in business, church, school and community activities. For free copy write Webster Electric Co., 1900 Clark Street, Racine, Wisconsin.

Recreation Department TV Program

A fifteen minute TV program, inaugurated by the Boise City Recreation Department and directed by Bob Clarke, assistant director of the department, is called "From the Slopes of Bogus Basin." During the winter months it features events taking place in the local ski area, the ski school, ski races, jumping meets, adult ski classes and winter activities of the department. Time is made available through station KBOI-TV in Boise.

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Books & Pamphlets Received

AMERICAN SCHOOL AND UNIVERSITY (Vol. 26, 1954-55). American School Publishing Corporation, 470 Fourth Avenue, New York 16. Pp. 1076. $5.00.

ANALYSIS OF THE ART OF CURLING, AN, H. E. Weyman. P. O. Box 100, Lévis, Quebec, Canada. Pp. 111. $1.25.

BASIC PRINCIPLES OF PARLIAMENTARY LAW AND PROTOCOL, Marguerite Grumme, 3839 Humphrey Street, St. Louis 16, Missouri. Pp. 66. $1.00.

BASKETBALL IN ACTION, Oscar Fraley. A. A. Wyn, Inc., 23 West 47th Street, New York 36. Pp. 94. $2.95.*

BETTER EMPLOYEE RELATIONS THROUGH EMPLOYEE RECREATION. National Industrial Recreation Association, 203 N. Wabash Avenue, Chicago 1. Unpaged. Free.

BRIEF HISTORY OF PARKS AND RECREATION IN THE UNITED STATES, A. The Athletic Institute, 209 South State Street, Chicago. Pp. 128. $1.50.*

BUBO—THE GREAT HORNED OWL, John and Jean George. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 184. $3.00.*

CERAMICS, Harry Zarchy. Alfred A. Knopf, Inc., 501 Madison Avenue, New York 22. Pp. 171. $3.00.*

CHILDREN AND THEIR PETS AROUND THE WORLD; CHILDREN AND TOYS AROUND THE WORLD; CHILDREN AT WORSHIP AROUND THE WORLD; CHILDREN OF INDIA, Janet Smalley. Friendship Press, 257 Fourth Avenue, New York 10. Unpaged. $1.25 each.*

CHILDREN'S HUMOR, Martha Wolfenstein. The Free Press, 1005 W. Belmont Avenue, Glencoe 13, Illinois. Pp. 224. $3.75.

COMMITTEE COMMON SENSE, Audrey R. and Harleigh B. Trecker. William Morrow and Company, Inc., 425 Fourth Avenue, New York 16. Pp. 158. $2.50.

Have YOU Learned About The Little Kid Basketball Program!

FREE Rules Booklet to all Recreation Personnel who write for information to:

Little Kid Basketball
130 West 42nd Street
New York 36, New York

CONTEMPORARY FURNITURE, A. F. Bick. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin. Pp. 89. $2.75.

CRICKET COACHING. D. Townsend. Oxford University Press. 114 Fifth Avenue, New York 11. Pp. 90. $1.00.

EDUCATIONAL FILMSTRIPS, SLIDESETS AND EQUIPMENT (Catalog). Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14. Pp. 55. Free.

EFFECTIVE LEADERSHIP IN HUMAN RELATIONS, Henry Clay Lindgren. Hermitage House, Inc., 8 West 13th Street, New York 11. Pp. 287. $3.50.

EMOTIONS AND PHYSICAL HEALTH. Metropolitan Life Insurance Company, 1 Madison Avenue, New York 10. Pp. 10. Free.

EXPLORING OUR NATIONAL PARKS AND MONUMENTS. Devereux Butcher. Houghton-Mifflin Company, 2 Park Street, Boston 7. Pp. 288. $4.50.*

GALLANT COLT, William Campbell Gault. E. P. Dutton and Company, Inc., 300 Fourth Avenue, New York 10. Pp. 188. $2.75.*

GAMES FOR PARTIES, Kate Stevens. Frederick Warne & Company, Inc., 210 Fifth Avenue, New York 10. Pp. 128. $1.25.

GOLDEN BOOKS: DONALD DUCK'S CHRISTMAS TREE, Annie North Bedford. Unpaged. $.25. FROM THEN TO NOW, J. P. Leventhal. Unpaged. $.25. GEORGIE FINDS A GRANDPA, Miriam Young. Unpaged. $.25. GOLDEN GOOSE, THE. Unpaged. $.25. GOLDEN PICTURE DICTIONARY, THE, Lillian Moore. Pp. 80. $1.00. GOLDEN PICTURE BOOK OF NUMBERS, THE, Edith Osswald and Mary M. Reed. Pp. 80. $1.00. GOLDEN PICTURE BOOK OF SCHOOL DAYS, THE, Kathryn Jackson. Pp. 64. $1.00. GOLDEN PICTURE BOOK OF WORDS, THE, Jane Werner. Pp. 64. $1.00. PAPER DOLL WEDDING, THE, Hilda Miloche and Wilma Kane. Unpaged. $.25. ROY ROGERS AND COWBOY TOBY, Elizabeth Beecher. Unpaged. $.25. TOM AND JERRY'S MERRY CHRISTMAS, Peter Archer. Unpaged. $.25. TWELVE DANCING PRINCESSES, Jakob and Wilhelm Grimm, retold by Jane Werner. Unpaged. $.25. Simon & Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York 20.*

GUIDE TO UNDERWATER HUNTING, Simon Codrington. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 80. $1.75.

HANDBOOK OF TRAIL HANDCRAFT, John A. Ledlie. Association Press, 291 Broadway, New York 7. Pp. 187. $4.95.*

HAVE FUN WITH YOUR SON, Edgar S. Bley. Sterling Publishing Company, 215 East 37th Street, New York 16. Pp. 124. $2.50.

HIDDEN LIFE OF FLOWERS, THE, Noailles and Guilcher. Philosophical Library, Inc., 15 East 40th Street, New York 16. Pp. 93. $4.75.

HIKING, CAMPING, MOUNTAINEERING AND TRAIL-CLEARING EQUIPMENT. Potomac Appalachian Trail Club, 1916 Sunderland Place, NW, Washington 6, D. C. Pp. 48. $.50.

HOW CAN WE HELP OUR SCHOOL BOARDS? (Limited edition—final edition not complete.) National Citizens Commission for the Public Schools, 2 West 45th Street, New York 36. Pp. 67. Single copies free.

HOW TO COLLECT STAMPS, COINS AND PAPER MONEY, Ervin J. Felix. Popular Mechanics Press, 200 East Ontario Street, Chicago 11. Pp. 160. $.75.

HOW TO MAKE A HOME NATURE MUSEUM, Vinson Brown. Little, Brown and Company, 34 Beacon Street, Boston 6. Pp. 214. $2.50.*

INTRAMURAL SPORTS — A TEXT AND STUDY GUIDE, Harris F. Beeman and James H. Humphrey. Wm. C. Brown Publishing Company, 915 Main Street, Dubuque, Iowa. Pp. 96. $2.75.

KEYS TO FORTUNE, Francis McGuire. E. P. Dutton and Company, Inc., 300 Fourth Avenue, New York 10. Pp. 124. $2.50.*

LAWS OF LIFE, THE, Adrian Waldo Sasha. Living Knowledge Foundation, 376 Ivy Street, San Francisco 2. Pp. 224. $5.00.

LIVING CRAFTS, G. Bernard Hughes. Philosophical Library, Inc., 15 East 40th Street, New York 16. Pp. 192. $4.75.

METROPOLITAN LOS ANGELES — A STUDY IN INTEGRATION, IX—Recreation and Parks, Ellis McCune. Haynes Foundation, 916 Consolidated Building, 607 South Hill Street, Los Angeles 14. Pp. 73. Cloth, $1.75; paper, $1.25.

PICTORIAL GUIDE TO CASTING AND SPINNING, Oscar Fraley. A. A. Wyn, Inc., 23 West 47th Street, New York 36. Pp. 83. $2.95.*

PLAY SAFE. Camp Fire Girls, Inc., 16

* These publications are available from the National Recreation Association at list price plus fifteen cents for each book ordered to cover postage and handling. *Active Associate and Affiliate Members of the Association receive a ten per cent discount on list price.* Remittances should accompany orders from individuals; organizations and recreation departments will be billed on their official orders. Address orders to Combined Book Service, National Recreation Association, 8 West Eighth Street, New York 11, New York.

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East 48th Street, New York 17. Pp. 11. Single copies free.

PRINCIPLES OF CANOEING, Pierre Pulling. The Macmillan Company, 60 Fifth Avenue, New York 11. Pp. 217. $3.95.*

RECREATION PROGRAM, THE. The Athletic Institute, Chicago 3. Pp. 342. $3.00.*

SAVING YOUR MARRIAGE, Evelyn and Sylvanus Duvall. Public Affairs Committee, 22 East 38th Street, New York. Pp. 28. $.25.

SCHOOL CAMPING, John W. Gilliland. Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street, Washington 6, D. C. Pp. 58. $.75.

SHORT PLAYS FOR ALL-BOY CASTS, Vernon Howard. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 186. $3.00.

SO'M I, Ted King. E. P. Dutton and Company, Inc., 300 Fourth Avenue, New York 10. Pp. 68. $2.50.*

STORIES OF LASSEN'S PLACE NAMES, Paul E. Schulz. Edwards Brothers, Inc., Ann Arbor, Michigan. Pp. 62. $.40.

STRENGTHENING COMMUNITY LIFE: SCHOOLS CAN HELP. Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1201 Sixteenth Street, NW, Washington 6, D.C. Pp. 42. Single copies $.35; discount allowed on quantities.

TEACHING WITH A FILMSTRIP, Margaret Divizia. Society for Visual Education, Inc., 1346 Diversey Parkway, Chicago 14. Pp. 20. Free.

TEACH ME TO COOK, Alice D. Morton. Hart Publishing Company, Inc., 670 Fifth Avenue, New York 19. Pp. 128. $2.00.

TECHNIQUES THAT PRODUCE TEAMWORK, Warren H. Schmidt and Paul C. Buchanan. Arthur C. Croft Publications, 100 Garfield Avenue, New London, Connecticut. Pp. 75. $2.50.

TEN NEW CHRISTMAS CAROLS, Michael Stoner. TV Music Company, 1650 Broadway, New York 19. Pp. 21. $1.00.

TEST AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION, Third Edition, Charles Harold McCloy and Norma Dorothy Young. Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1. Pp. 497. $6.75.

THROUGH THE MAGNIFYING GLASS, Julius Schwartz. Whittlesey House, McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36. Pp. 142. $2.50.*

TO HIDDEN DEPTHS, Captain Philippe Tailliez. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10. Pp. 188. $5.00.*

UNDERWATER PHOTOGRAPHY, Hilbert Schenck, Jr. and Henry Kendall. Cornell Maritime Press, Cambridge, Maryland. Pp. 110. $3.00.

WORDS FAIL ME, Brant House. A. A. Wyn, Inc., 23 West 47th Street, New York 36. Pp. 94. $2.00.*

Periodicals

CHILDREN—A Professional Journal on Services for Children and on Child Life. Vol. #3. U. S. Department of Health, Education and Welfare, United States Government Printing Office, Washington 25, D. C. Pp. 120. $.25 per copy; annual subscription $1.25. $.50 additional for foreign mailing.

Magazine Articles

BEACH AND POOL, *May 1954*
- Solving Common Swimming Pool Problems, *Carl O. Bauer.*
- Pool Commodities Design and Equipment, *D. H. Dewindt.*
- Portfolio: Chemical Feeders and Chemicals.

June 1954
- Plan Before You Build Your Pool, *William H. Ryde.*
- Portfolio: Chemicals Fed.
- The Contribution of Swimming to Physical Fitness, *Thomas K. Cureton, Ph. D.*

September 1954
- Pools of Alaska, *Wesley Biatz.*
- Pool Site Dewatered by Wellpoints, *Byron J. Prugh.*
- The Contribution of Swimming to Physical Fitness, Part IV, *Thomas K. Cureton.*

CAMPING MAGAZINE, *June 1954*
- Summer Activities Issue

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, *June 1954*
- Teen-Age Camp Counselor Trainees, Leslie S. Clark.
- A Community Recreation Survey Guide, Thomas S. Yukie.
- Canoe Caravan, Ruth Schellberg.

PARK MAINTENANCE, *June 1954*
- Ohio's Plan for Parks.
- How To Make Plant Containers for Your Park.

PARKS AND RECREATION, *June 1954*
- Training Institutes for Volunteer Leaders in Camping and Outdoor Education, *Julian W. Smith.*
- Essentials in the Camp Program, *Reynold E. Carlson.*
- Everglades Develops Into Sports Park, *Joseph Brown.*

September 1954
- Baltimore Recreation Highlights, *H. S. Callowhill.*
- First Pre-Cast Swimming Pool Installed.
- Maryland Parks Develop With Growing Population.
- Des Moines Arboretum Proves to be Important Recreation Unit, *Paul L. Sandahl.*

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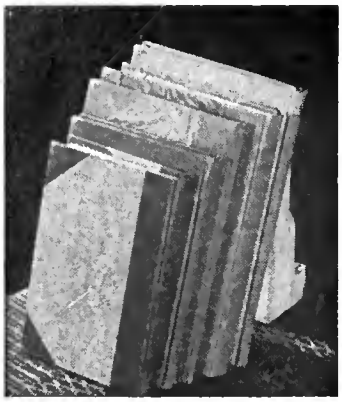

new Publications

Covering the Leisure-time Field

I Wonder Why

Gustavus T. Kirby. Coward-McCann, Inc., 210 Madison Avenue, New York. Pp. 180. $3.00.*

"People have been my life and my joy and my endless wonder," so writes Gustavus T. Kirby, who was treasurer of the National Recreation Association from 1908-1946 and thereafter has been treasurer emeritus. Few men wait until they are eighty years of age to write their memoirs, but this Mr. Kirby has done. People are the keynote of the book and the author has hobnobbed with great and small the world around.

Continuous interest in athletics and sports has been expressed in his activity in the New York City Public Schools Athletic League, the Amateur Athletic Union, and the American Olympic Association, all of which he served as president. He also has served as chairman of the New York City Recreation Commission and of the Westchester County Planning Commission.

In his book Mr. Kirby gives personal experiences in the World Congress for Leisure Time and Recreation, so auspiciously begun in Los Angeles in 1932. Mr. Kirby served as presiding officer at Hamburg in 1936 and at Rome in 1938, and, sadly, at the final meeting in London in 1939.

Perhaps what readers will remember best is Gus Kirby's summary of a long and rich life: "Life is to be lived as fully as possible, all of of its nectar to be sipped and tasted with appreciation and wonder: all its sounds and sights, its music and art, its winds and its perfumes; its men and its women." And his final judgment: "Only through sports can there ever be a true democracy in this world."

Sports Injuries

Christopher Woodard. Clarke, Irwin & Company Limited, 103 St. Clair Avenue West, Toronto 5. Pp. 128. $2.50.

Sports Injuries is a book that trainers and handlers of athletes will want on their book shelves. With the increase of Little League Baseball and Midget Football, the book will be of interest to recreation leaders.

The author describes the treatment of injuries common to athletes, covering those that need "rough" or active treatment, those that need rest treatment, and he carefully points out those that should be handled by a doctor. Suggested treatment is given for all body injuries, from head to foot, common to athletes. Use of ear plugs by swimmers and divers, the author claims, actually increases the risk of damage to the ear drums.—*Clarence Brewer*, Field Representative, National Recreation Association.

Thirty Contras From New England

Dudley T. Briggs, Burlington, Massachusetts. Pp. 77. $1.50.

Mr. Briggs has done much more than give the reader the directions for doing thirty-four contra dances. He has given one the feel of contra dancing and the fun and sociability which is part of it.

Without being in the least pedagogic he has emphasized the importance of style, precise timing and working with the music which is the charm of this kind of dancing. He has also stressed the responsibility of the caller for giving the dancers a feeling of accomplishment and satisfaction.

This is in pleasant contrast to much of the material on dancing which seems to be a mad rush to see if you can get where you are supposed to be before the next step begins.

I particularly liked the way the author brought out the point that contras may be done with men only or women only. Scout troops, gymnasium classes and recreation groups where members consist solely of one sex can use and enjoy these without the men having to take the part of girls and vice versa.

For the boys nine to thirteen years of age who like to dance—but not with girls—these contra dances fill a need for enjoyable neuro-muscular activity with successful accomplishment coming rather quickly.

The eight chapters cover: The Nature of Contra Dancing; Steps and Figures; Style in Contra Dancing; Music for Contra Dancing; Contra Formations and Progressions; Calling Contras; Teaching Contras; and Contras for All Men and All Women Dancers.

These are so well explained and carefully written that any teacher or recreation leader would have no difficulty in working them out.

The author has listed records for each dance as well as orchestra music.

It is a valuable addition to the dance library of any recreation worker.—*Helen M. Dauncey*, Katherine F. Barker Memorial Secretary for Women and Girls, National Recreation Association.

Swimming Pools for Schools

Donald W. Neilson and John E. Nixon. Educational Administration Monograph No. 3. Stanford University Press, Stanford, California. Pp. 43. $2.00.

This booklet, a monograph in the series on educational administration issued by Stanford University's School of Education, is a timely and useful publication. Interest in the construction of swimming pools is wide-spread throughout the nation, but it is particularly strong in California where, according to a report issued by the State Department of Education, there are more than 19,000 indoor and outdoor pools.

The early sections of the volume deal with the values of swimming and the organization of a program of swimming instruction. The design and construction of pools, however, receive major consideration. Among the specific topics discussed are indoor versus outdoor pools and pool shapes, contours and dimensions. Various aspects of construction, such as ladders, inlets and outlets, gutters and filtering, disinfecting and heating systems are dealt with concisely but effectively. Specific recommendations are made with respect to many features. The photographs and sketches accompanying the text add reader interest and illustrate the principles and methods presented in the booklet.

The authors emphasize the importance of swimming as an activity in the school program and stress the swimming pool as an essential feature of the modern plant. The information in the booklet is equally useful, however, to municipal authorities and community committees considering the construction of an indoor or an outdoor pool. This publication which contains a selective bibliography is a valuable addition to swimming pool literature.

* See footnote on page 608.

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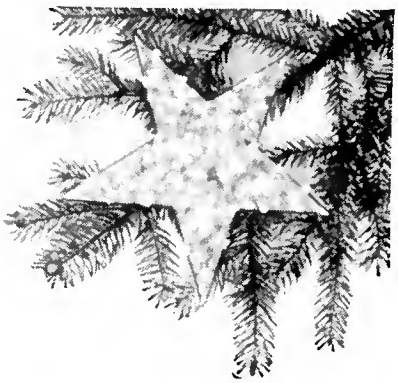

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